DOCUMENT RESUME

ED 338 755 UD 028 378

TITLE	On the Road to Success: Students at Independent Neighborhood Schools.
INSTITUTION	Institute for Independent Education, Inc., Washington, DC.
SPONS AGENCY	Andrew W. Mellon Foundation, New York, N.Y.; Equal Employment Opportunity Commission, Washington, D.C.; General Motors Corp., Detroit, Mich.
REPORT NO	ISBN-0-941001-26-1
PUB DATE	91
NOTE	110p.
AVAILABLE FROM	Institute for Independent Education, Inc., 1313 North Capitol Street, NE, Washington, DC 20002 ($15.00 plus $1.50 postage and handling).
PUB TYPE	Books (010) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; Alumni; American Indians; Asian Americans; Black Students; *Community Schools; Cultural Awareness; Curriculum Development; Elementary Secondary Education; Higher Education; Hispanic Americans; Inner City; *Institutional Characteristics; Multicultural Education; *Neighborhood Schools; *Private Schools; *School Effectiveness; School Surveys; Urban Schools; *Urban Youth
IDENTIFIERS	African Americans; Latinos

ABSTRACT

Independent neighborhood schools are meeting the academic, social, and cultural needs of African American, Hispanic American, Latino American, Native American and Asian American children when viewed from a broad spectrum of criteria for individual and institutional success. Hundreds of these institutions provide full-time academic programs, usually in inner city areas. They are called "independent neighborhood schools" to distinguish them from more traditional private schools. These schools are a response to educational needs not being met by public school systems. This study attempts to fill the information gap about independent schools by focusing on a sample to show their environments and resources as pre-collegiate and pre-employment institutions. Of the 300 neighborhood schools identified, 82 schools (27%) responded to a survey. The 11,068 students in these schools in 1989 represented African American (89%), Hispanic (10%), and Native American (1%) ethnic groups. Neighborhood schools have generally adopted the prevailing curriculum content and textbooks, although most attempt to infuse relevant cultural values, and their students perform well by most measures. Alumni interviewed (n=50) tend to have positive attitudes and have continued their education or found employment. The book includes 15 bar graphs illustrating the findings and 29 tables of study data. Seventeen references are listed. (SLD)

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ON THE ROAD TO SUCCESS

Students at Independent Neighborhood Schools

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Oswald M. T. Ratteray, Editor
Research Reports on Education

On the Road to Success

Students at Independent Neighborhood Schools

Institute for Independent Education
Washington, D.C.

Published by:

Institute for Independent Education, Inc.
1313 North Capitol Street, NE
Washington, D.C. 20002
(202) 745-0500

Cover figure: Extract from sketch by Kofi Tyus, Washington, D.C. Reproduced with permission of the artist.

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Printed in the United States of America.

ISBN 0-941001-26-1

Study Team

Project Director:

Dr. Joan Davis Ratteray, President
Institute for Independent Education, Washington, D.C.

Pilot testing of *Needs Assessment* and exploration of the conditions for success by participating in a workshop for teachers:

Dr. Farid I. Muhammad, Professor
East-West University, Chicago, Illinois

JoAnne Parris, Reading Specialist, Toronto, Ontario, Canada; and
Marie Jernigan, Mathematics Specialist, Chicago, Illinois

Developing an ethnographic framework for studying success by interviewing alumni and report preparation:

Dr. Mwalimu Shujaa, Assistant Professor

Kimberly Ballard, Dorothy E. Dove, and Derek Vaughn, Research Assistants
State University of New York, Buffalo, New York

Design, testing and implementation of a computerized information system for schools, students, and alumni; analysis of data with statistical software; summarization of data; and report preparation:

Dr. Carl Spight, Research Director
Jackson, Tull & Graham, Chicago, Illinois

Alpha A. McDonald, President
Personal Computing Solutions, Plainfield, New Jersey

Oswald M. T. Ratteray, President
Idea Management Associates, Washington, D.C.

National outreach to schools through site visits, telephone interviews, the development of a network of schools, and report preparation:

Dr. Gail Foster
Toussaint Institute, New York, New York

Dorothy Bushnell
Corbin-Bushnell Associates, Washington, D.C.

Table of Contents

	Page
Study Team	iii
List of Figures	vi
List of Tables	vii
Introduction	1
I. Historical Background	4
II. Project Design	
A. Research Questions and Objectives	13
B. Assumptions	14
C. Study Method	15
III. Major Findings	
A: School Characteristics:	
1. Enrollment	23
2. Curriculum Plans, Textbooks, Standardized Tests Used	28
3. Teachers	30
4. Financing Operations	32
5. Facilities, Computers, and Needs for Improvement	33
6. Distinguishing Characteristics of Schools	35
B. Student Test Performance	41
C. Impact of Schools on Alumni:	
1. Preparation for College or Other Further Schooling	47
2. Preparation for Employment	55
3. Distribution of Alumni	56
4. Patterns of Alumni Involvement	56
5. Public/Private Backgrounds of Alumni	59
6. Profile of High-Performing Schools as Seen by Alumni	59
IV. Conclusions	61
References	64
Tables	67

List of Figures

Page

1. Total Enrollment, Grades 1-12: Males and Females 24
2. Total Enrollment, Grades 1-12: Continuing and New Students 24
3A. Enrollment, Level 1 Schools (Grades 1-6): Continuing and New Students 25
3B. Enrollment, Level 2 Schools (Grades 1-8): Continuing and New Students 25
3C. Enrollment, Level 3 Schools (Grades 1-12): Continuing and New Students 26
3D. Enrollment, Level 4 Schools (Grades 7-12): Continuing and New Students 26
3E. Enrollment, Level 5 Schools (Grades 9-12): Continuing and New Students 27
4. Number of Teachers, by Year of Hire 31
5. Percentage of Teachers at Schools, by Qualifications and by School Level 31
6. Median of Percentile Ranked Scores (Reading) 43
7. Median of Percentile Ranked Scores (Mathematics) 43
8A. High-Performing Schools: Reading, 1990 44
8B. Normal-Distribution Schools: Reading, 1990 44
8C. Multimodal Schools: Reading 1990 46
8D. Low-Performing Schools: Reading 1990 46

List of Tables

		Page
1.	Enrollment, by Grade, by Sex, and by New Registrants: 1989-1990	68
2.	Average Length of Enrollment for Alumni, by School Level	69
3.	Textbook Publishers at Schools Providing Test Data	70
4.	Workshops and Networking Requested by Administrators	71
5.	Teacher Qualification, by School Type	72
6.	Compensation of Teachers	73
7.	Per-Student Costs	74
8.	Sources of Funding, Annual Budgets, and Audits	75
9.	Computers Used and Memory Capacity	76
10.	Uses for Computers	77
11.	Needs for Improvement in Equipment	78
12.	Alumni Perceptions of School Characteristics	79
13.	Median of Reading Percentile Ranked Scores, by Year of Tests and by Grade (Tests Given March-June, 1990)	80
14.	Median of Mathematics Percentile Ranked Scores, by Year of Test and by Grade (Tests Given March-June, 1990)	82
15.	Classification of Schools by Type: Reading Tests Given in 1990	84
16.	Percentile Ranks and Standard Deviations at Grade Level, by School (A 10 Percent Random Sample Across Grades)	85
17.	Number and Percentage of Individual Students Above and Below Norm	87
18	Median of Reading Percentile Ranked Scores, All Grades: Continuing and New Students	88
19.	Career Status, School Completion, Employment Patterns, and Occupations of Alumni	89
20.	Selected Majors of Alumni Attending College	92

21. Courses Alumni Were Taught and Found Useful After Graduation 93
22. Subjects Taught but Not Mastered and Subjects Not Taught . 94
23. Subjects Not Mastered and Not Taught: Alumni Explanations 95
24. Assistance Schools Provided Graduates 96
25. Distribution of Alumni 97
26. Graduation Years of Alumni 98
27. Alumni Participation at Schools from Which They Graduated (Questionnaires) 99
28. Alumni Participation at Schools from Which They Graduated (Interviews) 100
29. Public/Private Backgrounds of Alumni and Average Years Enrolled in Independent School 101

Introduction

Independent neighborhood schools occupy a niche in American education because they are meeting the academic, social, and cultural needs of African-American, Hispanic/Latino-American, Native American and Asian-American children. There are in fact hundreds of these institutions providing full-time academic programs, and they usually are located in inner-city areas. They tend to be owned and operated by members of these cultural groups, either by families, community organizations, or churches.

These schools are called "independent neighborhood schools" because they have developed a closely-knit neighborhood-like character. They are self-help responses to educational needs that are not being met by large government or public school systems. The term "neighborhood" also distinguishes these schools from the more traditional private schools, those which are either part of an organized parochial school system or those with primarily white enrollment and generally considered to be "elite" schools serving children mainly from the most affluent families.

Because so little has been known about these schools, their place in American education and their impact on student progress generally have been overlooked. In a time of tremendous education reform, coupled with crises in student achievement especially for African American and Hispanic/Latino-American youth, it is imperative to understand how these schooling opportunities might enhance the lives and careers of students in these communities.

Until now, there has been no systematic study of student performance in these schools, no formal tracking of their graduates, and no current database on the schools as institutions.

We did not know how well these students make the transition from independent neighborhood school settings to other public and private academic institutions or to the employment marketplace. Nor was there evidence that school administrators, teachers, and families felt a compelling need to know the answers.

Moreover, these schools usually were founded by committed administrators, teachers, and parents who were disillusioned with the status quo in which a majority of African-American or Hispanic/Latino youngsters had been mistreated or devalued. They had found that they were not only victims of the mainstream schooling process, but that educators and policymakers frequently used standardized tests and other data on academic performance against the best interest of African-American students. These administrators, teachers, and parents responded by establishing their schools in spite of tremendous odds. However, providing information on their progress for others to monitor has not been a priority for most of these institutions.

In this context, developing a database on these schools has been more than the usual traditional research activity. It was necessary to demonstrate to the schools that providing information in these areas would be in their best interest. As more families urgently seek alternatives in a time of educational crisis nationwide, these institutions can have an impact on American education. The study of student performance at these schools is relevant to public policy analysis. Fortunately, many schools now realize that they have a great deal to offer and that it is important for their communities to feel confident that they have accurate and reliable information about the success of these schools.

The present study has been undertaken to fill this information gap by examining how these schools are meeting the college and employment needs of their students. The study drew a sample of independent neighborhood schools and focused on their environments and resources as pre-collegiate and pre-employment institutions. It also considered how they motivate young people, as well as the experiences and expectations of former students.

The current study was developed from two separately funded but related proposals. One proposal was funded by The Andrew W. Mellon Foundation, and it focused on meeting college needs through pre-collegiate experiences. The second proposal was funded through a conciliation agreement between the U.S. Equal Employment Opportunity Commission and the General Motors Corporation, and it focused on meeting employment needs through the success of educational alternatives. This final report addresses both concerns.

I. Historical Background

Very little was known about independent neighborhood schools until the first overview of these institutions was prepared in 1982 (Ratteray). They are very diverse institutions, providing learning environments for African-American, Hispanic/Latino-American, Native-American, and Asian-American students.

For the past seven years, the Institute for Independent Education has been studying the history and operations of these schools. It has found not only a rich legacy of independent education in urban communities, especially education for and by African Americans, but also a commanding philosophical underpinning for institutions that build effective learning environments and help students become successful.

In a 1987 study, the Institute found several positive attributes of the learning environments that seem to enhance the successful schooling of young people in these institutions (Ratteray and Shujaa). This study examined the operating characteristics of these schools and why parents choose them for their children. Some of the critical attributes included providing good basic education, small class size, a feeling of safety and well-being, high parental involvement, and a context for instruction that was either culture-affirming, religious, or both. A majority of these schools serve elementary and middle grade levels, and a few secondary schools also have been identified.

This earlier study articulated an historical framework that is useful for considering the success of students in independent

neighborhood schools. It consisted of three themes that have emerged from the history of education in the United States:

- **access** (whether certain categories of people should receive a serious academic education at all);
- **content** (what is to be taught); and
- **context** (the perspective from which it is taught).

The present report uses this historical framework to review and interpret the data on success in independent neighborhood schools.

A. Access

Official barriers to access in the United States have been removed by statute, providing greater opportunities for all students to attend public and private schools. Unfortunately, this relief is only partial, and there are many reasons why large numbers of African Americans and others still do not have access to quality education. Countless public protests, litigation, and statutory revisions over the years were focused on securing entry into mainstream education and have had a significant role in shaping the history of education in the United States, specifically for African Americans. Nevertheless, many striking parallels continue to exist between these early historical efforts and contemporary attempts by African Americans and other cultural groups to gain access to educational opportunities.

At first, efforts were devoted to obtaining separate schools for African Americans in order to relieve some of the harassment and brutality by White students. This was the case when Africans petitioned the City of Boston for separate schools in the 18th century. When the request was denied repeatedly, Prince Hall opened one of the first independent neighborhood schools in 1798.

African Americans, however, found that tax-supported separate schools were not maintained properly, and the focus of the struggle changed to the pursuit of integrated education. This was also during the period when, in certain parts of the country,

African Americans were not legally permitted to go to school. Some acquired an education at great risk to their personal safety and the safety of their loved ones. Until 1916, most African Americans were in neither integrated nor segregated public schools. Instead, they attended private schools, many of which were supported by White religious denominations and by African Americans themselves. These independent schools frequently were social centers for the African-American community. The push for integrated schooling and access to schools outside the African-American community soon overshadowed the role of independent neighborhood schools.

Since the 1950s, desegregation has been the focal point for reform in the education of African-American youth. The result, however, was a system that worked against schools controlled by African-Americans. Integrated schools controlled primarily by Whites had the greatest legitimacy in the eyes of both Whites and African Americans. Access to quality schools often was designed to select only a few African-American youth. Today, this phenomenon continues, resulting in the masses of African American students attending schools that continue to be racially segregated.[1]

The labeling of African-American youth as "disadvantaged," "learning disabled," and "at risk" also creates a climate that works against meaningful access. A disproportionate number of African Americans are placed in special education classes from which access to mainstream education is virtually impossible ("A Special Analysis," 1987).

In spite of the evidence to the contrary, many families, educators, policymakers, legislators, and courts still pursue integrated classrooms as a means to achieving quality schooling for African-American students. They are, in effect, experiencing once

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1 Two-thirds of African-American youth are in predominantly "minority schools," and one-third remains entirely in segregated institutions ("Equality," 1991).

more the crisis that has affected African-American education since the 1790s. On the other hand, the lack of opportunities for children to get a quality education is the prime motivation for choosing educational alternatives.

Educators in most independent schools today believe firmly in open enrollment. Their mission has been one of social commitment and uplift, and they have demonstrated that their policies are more inclusive than exclusive (Ratteray and Shujaa, 1987, p. 82). Some of these educators are specifically committed to rescuing children that the system has abandoned and are able to point with pride at their success. Independent neighborhood schools generally provide environments that help children to redefine their strengths, and they provide sufficient flexibility in their curricula for children to succeed over a period of time.

B. Content

The problems surrounding content are much larger than those involving access. Unfortunately, so much attention has been paid to gaining access that issues of content have not been resolved, either in public or independent schools. The content of education for African-American youngsters has posed such problems in American educational history that four ideological conflicts have emerged and continue to affect American schools, even independent neighborhood schools.

Religious Instruction. The first conflict arose over the use of values and principles in religious doctrines to instruct, to motivate, and to give meaning to the role of African Americans in the United States. The Bible was used as the primary tool for teaching rudimentary skills in reading and writing, and many African Americans were introduced to the world of words. However, instruction was limited to the then-current and approved interpretations of the Biblical text. There was no effort to show African Americans that reaching into their own cultural history was an essential reinforcement for the ideas expressed in the texts.

Today, some of the religiously-affiliated independent neighborhood schools are beginning to debate the need for culturally-affirming Biblical stories in their curricula.

New England Classical Curricula. The second conflict shaping the content of education arose from a movement to expose exceptionally talented African-American youngsters to the classical, New England type of formal studies, which included Latin, English literature, and other subjects not drawn from the African or African-American heritage of the students.

Today, the schools that follow in the New England Classical studies tradition include some of the parochial schools and the élite preparatory schools. Most of these schools are owned and operated by Whites. Organizations such as A Better Chance, and the Black Student Fund were created to recruit African American students and match them to selected White-controlled private schools.

Many independent neighborhood schools also developed college preparatory studies. One of the most celebrated of these schools is operated by Marva Collins. She started a school in Chicago for inner-city African-American students who were not being served well academically by the public schools. Her approach is to expand the horizons of her children with what she describes as "character-building" curriculum materials: "They need to read for values, morality, and universal truths. That was my reason for teaching classical literature" (Collins and Tamarkin, 1982).

Industrial Education. The third conflict revolved around the introduction of industrial training to provide economic opportunities for the masses of African-American youth.[2]

Frederick Douglass, early in the 19th century, was one of the first African Americans to stress the view that manual training, as it was then called, would highlight the "mechanical genius" of

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2 It should be noted that today, industrial education has been replaced by for-profit trade schools that usually are not owned or operated by African Americans. They also are not included in the independent neighborhood school profile of the present study.

African-American youths, helping them to get jobs and become self-sufficient. Later, Booker T. Washington developed independent schools across the South so that African-American youth could learn industrial skills to support themselves. In fact, many independent schools had difficulty keeping their doors open if they wanted to include college preparatory studies (Ratteray, 1988). W. E. B. DuBois (1973), on the other hand, favored the more classical approach to education, noting that the courses and machinery used in industrial education for African Americans offered the lowest level of available technology.

In contemporary classrooms, there is much concern about student readiness in an information and technologically-advanced society. However, independent neighborhood schools have not taken the lead in developing curricula that stress high technology. The large amount of capital, teacher expertise, and other resources required to do this may be the principal obstacle to this vision.

Infusion. The fourth conflict in education for African Americans involves infusing into the curricula information about the history and traditions of Africans and African Americans, and the notion that Africa and African history can serve as part of the intellectual foundation of all students, especially African Americans.

The process of formally placing African and African-American contributions in the curricula began as early as 1913 with the work of Arthur Schomburg and continued with the foundations laid by W. E. B. DuBois and Carter G. Woodson (Ratteray, 1990). As a result, changes were made in the curricula of elementary schools and in higher education.

C. Context

The problems with content also spill over into the question of context. Since European history and value systems dominate the content of education for all Americans, they also shape the context or perspective from which the content is taught. The result is

recognized in many educational circles as causing students who are not of European descent to feel that they are not connected to the entire educational process because it does not appear to address them uniquely. In the more extreme cases, the result is disaffection with schools.

The opposite of this phenomenon is the development of a culture-affirming approach to content and the school environment for all children. The movement toward multicultural curriculum development begins to respond to this problem by making changes in curriculum content, but the issue of context in the multicultural curriculum, in terms of culture-affirming environments, has yet to be addressed.

Culture-affirming environments at independent neighborhood schools are the direct result of the fact that most of them are owned and operated by members of the cultural groups they serve. Staff bring their own culture-affirming perspectives to the curriculum and extra-curricular activities. This phenomenon goes beyond content, because the staff become role models. They communicate their values, and are sensitive to the special needs and concerns of their students. For children of color, independent neighborhood schools are the only educational institutions where individuals who have been labeled as "minorities" in the social context of the United States have this opportunity. In fact, these schools are the only places where African-American children have an opportunity to observe members of their own cultural group as autonomous operators and managers, obtaining financial support for their institutions from within their own communities, while also serving as a source of factual knowledge and learned interpretations (Foster, 1991).

The theme of context is a powerfully motivating force. Recent studies have documented the significance of context in terms of shared values in the education of African-American and Hispanic/Latino-American children. James Coleman and Thomas Hoffer found that private schools had higher student performance outcomes among low-income students as a result of "value consistency" between school and family (Coleman and Hoffer, 1987). He pointed out that these schools attract parents who agree

with the philosophy of the school, and together they constitute a "value community." This community becomes functional if students and families in the school share common experiences such as attending the same church or living in the same community. The Coleman concept also applies to the schools and families in the present study which share religious and cultural values.

Similarly, Hill, Foster, and Gandler examined public and Catholic high schools in New York City and found that schools with clear and uncomplicated missions—including a curriculum focus and specific student outcome focus—had better student outcomes than schools that lacked these characteristics. The report notes, "...students and staff in each focus school consider their school special, a unique creation that reflects their efforts and meets their needs" (Hill, Foster, and Gandler, 1990).

Many public schools also are stepping into the arena of context, albeit cautiously, by forming special schools for African-American students, and these institutions are directed primarily by African-Americans. Some are plunging in further, considering the formation of public schools in which the enrollment consists entirely of African-American males.

The issue of context is intensified at independent neighborhood schools because of the cultural homogeneity of the institutions. The Ratteray and Shujaa (1987) study found that many families had strong feelings of self-identity, and they valued this in the schools they chose for their children. On the other hand, some families were ambivalent about how strongly to articulate the proper role of culture in the curriculum. They did not wish to exchange the pursuit of a "good education" for cultural affirmation, suggesting that they may question whether both were possible in a culturally homogeneous environment.

In the mainstream of American education, especially taxpayer-supported education, cultural homogeneity often is deliberately diluted because policymakers have defined very specific parameters for educational standards. However, these programs have had a two-pronged effect. Their overt goal has been the elimination of racial segregation in classrooms and among teaching staff, but this has been a costly process. In the pursuit of integration for its own

sake, quality has been lost and the nation has suffered (Hayes, 1989). At another level, not explicitly articulated until recently, the goal has been to integrate the experiences of all American cultural and ethnic groups into a single mold that has its foundations in a European-American perspective or context. The current movement toward multicultural education is an effort to replace this context with one that is broader.

It is assumed, therefore, in the present study that the dimensions for defining success must encompass the issues of *access*, *content*, and *context* in education as the framework for interpreting the data.

II. Project Design

A. Research Questions and Objectives

The following research questions guided the design of the present study:

1. What are some of the pre-college curriculum/teacher and resource characteristics of these schools?
2. What are the characteristics of alumni who have graduated from these schools, including their independent school experience, college attendance, careers, and motivation for success.
3. What are some of the independent factors that influence student success in their preparation for college and employment?
4. How can schools benefit from providing critical data for this study?

The following specific objectives were established to answer these research questions:

1. Develop a framework for expanding baseline information on independent schools through an assessment of basic school needs;
2. Identify graduates of independent schools, survey them with a written questionnaire, and interview a sample of these graduates;
3. Provide feedback to schools *during* and *after* the study that will promote the mutual interest of schools and the Institute in data collection, analysis, and recommendations and also will demonstrate the benefits of the project to schools;
4. Design a system for tracking student progress up to graduation and provide a retrieval system for former graduates.

B. Assumptions

Several assumptions were made in designing the current study. They are drawn from the experience of the study team, previous research at the Institute by Ratteray and Shujaa (1987), and further discussion by Shujaa and Ratteray (1987). These assumptions, which shape the criteria for success used in this study, are as follows:

- There is a commonality among these diverse independent neighborhood schools that can be extracted and analyzed, permitting greater insight into how they create learning environments for their students;
- The demographics of urban neighborhoods where these schools are located indicate that a majority of students and former students will come from families with low to moderate incomes, although some families have much higher incomes. In addition, the schools retain their neighborhood character even if students commute for several miles.
- Independent neighborhood schools foster a strong family-like atmosphere which helps students feel comfortable and safe and encourages them to reach their full potential.
- Open-door enrollment policies, because of their inclusiveness rather than exclusiveness, may have an effect on student self-worth, expectations, and ultimate success.
- The enrollment in these schools is ethnically homogeneous, and there is often an explicit cultural and/or religious value system in place. Therefore, culture-affirming and/or religious values that are shared by schools and their families may have an impact on student achievement.
- Students are motivated to succeed in further schooling or employment because of the personal goals they set for themselves with assistance from the independent neighborhood school they attend.

- Teachers serve as role models and forge strong communication links with students, strengthening alumni achievement and participation in the schools they once attended. In addition, administrators and teachers have high expectations for academic achievement and truly believe that children can be successful.
- The schools are operationally autonomous and reflect models of ownership by members of the community involved.
- The schools are founded on a commitment to social change, and this characteristic reinforces the commitment of teachers and administrators.
- Many schools recognize the need for their participation in current education reform discussions and want information on how those reforms might have an impact on student success, although the school administrators and teachers as a whole may not yet see themselves as being a part of a network of institutions having similar needs.

C. Study Method

Following are the major phases through which the study team approached the present study:

1. Pilot Study

Prior to the current study, the Institute conducted a pilot study on student achievement in several Chicago schools. The results of the pilot showed the need for the Institute to demonstrate to schools its willingness to collect and analyze the data and provide the service of giving feedback on the results. In addition, the pilot helped the Institute determine the willingness of schools to participate in such a study and assess the general viability of archives at the schools. The results of the pilot were published as the first step in the current research ("Pilot Study," 1989).

2. Field Testing

One school agreed to allow the Institute to field test revised questionnaires to be used in the present study, including the needs assessment, a teacher survey, and a survey of currently-enrolled students. In addition, the Institute conducted a workshop for the adminstrators and teachers on how information collected from the school could be of immediate benefit to the school.

A workshop was designed for this school in which the findings from the field testing were discussed and related to current school practice. The workshop was held over a two-day period, and presenters linked the school's mission statement with its curriculum priorities, discussed the general trends from the 1989 Chicago pilot study and the 1990 field testing, explored conditions for student success, and considered the process for managing institutional change in independent neighborhood schools. In addition, one expert in reading and one in mathematics made presentations on that school's field test data from standardized test results, its curriculum, and pedagogical approaches.

As a result of this experience, the surveys of teachers and currently-enrolled students, although comprehensive and yielding fruitful data, were removed from the current study because they were considered too burdensome on respondents, too intrusive on the school's program, and too expensive for the current budget. They were replaced, however, by designing a brief two-page survey of alumni.

One of the most important outcomes of the field testing was the definition of sucess for both schools and individual students. The criteria included the interaction between students and teachers, teacher and administrator expectations, the expectations of parents, the styles of teaching, how students and teachers perceive the school's philosophy or mission, and how curriculum priorities are linked to that mission. It also was determined that most of these criteria could be examined only with extensive classroom observation, which went beyond the limitations of the current budget.

3. Outreach to Schools

The outreach to schools for this study included a *School Needs Assessment* questionnaire, an *Alumni Survey*, and the collection of standardized test results.

The number of schools included in the sample depended solely on the willingness of the schools to submit data. Consequently, some schools participated in all three levels of data collection—the school needs assessment, an alumni survey, and an analysis of standardized test data—while others participated on only one or two levels.

a. School Needs Assessment

A questionnaire and a cover letter were sent to administrators of 300 schools. There was extensive telephone follow-up as well as site visits to selected schools that were tardy in returning their surveys, including those in Dallas, Detroit, Houston, Los Angeles, Miami, and New York.

As a result, 82 schools responded to the needs assessment, providing a sample that represented 21 percent of the known schools. Data were entered in a custom-designed database and further analyzed using SPSS/PC statistical software.

b. Alumni Survey and Follow-Up Interviews

The Institute made many appeals to schools for lists of graduates. The goal was to obtain lists covering four-year intervals in order to be able to contact those who were high school graduates, college graduates, and alumni in the work force. This proved to be an enormous burden for the schools because of differences in styles of recordkeeping, the staff time needed at schools to maintain files, and strained resources at these institutions. The schools that submitted alumni lists were self-selected, based on the cooperation of the administrator.

Each graduate received a questionnaire with a cover letter and a separate form on which they could indicate if they wished to be

interviewed. A total of 1,429 questionnaires were mailed to alumni, and 190 were returned.

Responses to the open-ended survey items were analyzed first to identify a set of domains into which the individual responses could be grouped. Domain analysis considers the semantic relationships between the terms used by the respondents and enables the researchers to form conceptual units for interpreting the responses (See Spradley, 1979).

The follow-up interviews were conducted to obtain a more in-depth understanding of the responses to the open-ended survey items. Of the 190 survey respondents, 112 indicated their willingness to be contacted for a follow-up interview. Fifty of these alumni were interviewed, although attempts were made to contact all 112. These interviews were conducted on the telephone by research assistants from February to April 1991. Interviewers were trained in the use of structured qualitative interview techniques. Each interview lasted approximately 20 minutes.

The interview data were transcribed and then coded using *The Ethnograph*, a qualitative analysis software package. The coding process began with a content analysis of the interview transcripts, which reduced the data to analytic units by identifying each relevant statement. Categories then were constructed in a three-step process, using "grounded theory methodology" (Strauss, 1987, pp. 58-75). First, open coding was used to form tentative categories. Second, axial coding in which the categories developed during the open coding were refined and renamed so that the cover terms for the categories accurately described the common characteristics of the data segments they contained. Finally, selective coding was performed to examine the characteristics of the coded segments within each of the categories formed during axial coding.

This process of coding and analysis enabled the researchers to explore the characteristics that alumni identified as being most important to their academic success. Inferences then were made about the contributions of the schools to alumni achievements.

c. Test Data

Collecting test data was the most troublesome aspect of the study because of the time required to fill out a test data sheet on each student. The intent was to develop a systematic method that schools could use in the future for recording standardized test results and submitting them to the Institute for analysis as a service that would be provided by the Institute.

The Andrew W. Mellon Foundation provided additional funding to supplement its original grant in order to implement this phase, which also included site visits by Institute personnel to the schools because many schools had limited time to support this activity. Extensive and constant monitoring by Institute personnel was necessary for the timely retrieval of information and to prepare alumni for the survey that was forthcoming.

One problem influencing the nature of the data was the diversity of tests. Schools across the country use different tests, partly because of local public school practices. Nor do all schools use the most current norms provided by the test publishers when scoring the tests. Consequently, there were relatively small amounts of comparable data to answer certain types of research questions, although it was possible to aggregate the results for many other types of questions.

Data on reading and mathematics subtests were gathered from over 1,400 students for testing in 1989 and over 2,300 for 1990 (Table 17). They were entered in a custom-designed software database and further analyzed using SPSS/PC software. Most of the analyses in this report are restricted to tests given in the spring of each year because this is the time of the year when most schools give tests, and some analyses present only the most recent data (for testing year 1990).

d. Facilitating a Network

During the study, the Institute created an opportunity for schools to participate in defining the criteria for success, because it realized that this definition could have a lasting impact on all

schools nationwide if it proved viable and they found it acceptable. Therefore, the Institute convened administrators who formed a network known as the Independent Education Network. Administrators from 50 schools indicated their willingness to participate in the network. Several meetings were held in Philadelphia and in Washington, D.C. and adminstrators from 28 schools were present for the discussions. Information from this process helped to shape the Institute's analysis of the data that were being collected in this study. Also, as a result of these meetings, there was an immediate chain reaction among the participating schools who began to visit each other and exchange ideas on their own initiative and at their own expense. This effort laid the groundwork for continuing the work begun with the present proposal in a manner that could be actively supported by the schools themselves.

e. Design of a Tracking System

A major objective of this project was to design a fully functional database system with procedures for managing student data. This tracking system would demonstrate to schools how the progress of students within the school could be followed through graduation and then become the basis for maintaining alumni records, and for maintaining a current profile of schools through their responses to future needs assessment surveys.

A needs assessment system was developed from the 82 school responses received for this research. A system for analyzing test results was designed based on the more than 7,500 test results received (an average of 3,798 in each of the reading and mathematics subtests over a two-year period). An alumni tracking system was developed from the 190 respondents to the alumni surveys. In addition to the computer software and a specific set of reports in each category, a draft operating manual for use by schools was prepared. Schools with modems now will be able to submit data across telephone lines to a computer at the Institute.

4. Interpreting Findings from the Sample

This research is descriptive of the unique sample of schools examined. Its findings cannot be generalized to *all* independent neighborhood schools. Furthermore, since most of the data gathered in this study came from schools serving African-American youth, generalizations to schools serving Hispanic/Latino-American, Native-American or Asian-American youth should be made with some caution.

III: Major Findings

The purposes of this study were to examine how effective independent neighborhood schools are in meeting the college and employment needs of their students and to establish a procedure for alumni support of these schools.

The findings of this study provided a description of the operating characteristics that help these institutions serve as a context for success. They also demonstrated school effectiveness and student success through student achievement on standardized tests and through the impact schools have on their alumni.

A. School Characteristics

Of the 300 independent neighborhood schools that have been identified so far, 82 schools (27 percent) responded to a survey of the schools. Of the 82 schools responding to this survey, 89 percent serve predominantly African-American youngsters, 10 percent serve Hispanic/Latino-Americans, and 1 percent serve Native American students. These schools are described in this study according to their enrollment; curriculum plans, texts, and standardized tests; teachers; facilities; computer usage; per-student costs; needs for improvement in facilities and equipment; and the characteristics alumni perceive set these schools apart from other types of schools.

1. Enrollment

Enrollment by grade and by sex

Approximately 11,068 students were enrolled in the sample of 82 schools during the 1989–90 school year (Table 17). There are slightly more females than there are males, and this situation exists in all grades with the exception of grades 3, 4, and 5 (Figure 1).

Enrollment by New Registrants

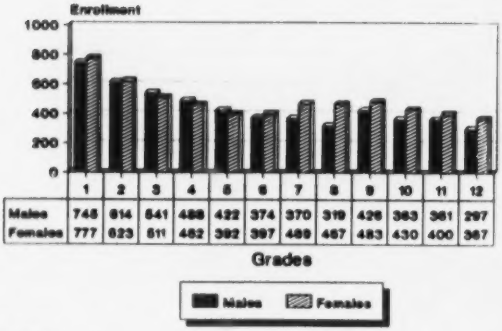
New students entered independent neighborhood schools at all grades (Figure 2). Most of these schools also have pre-kindergarten classes that continue in their regular 5-day programs since only 19% of the students in the first grade are defined as new students.

There are two themes that can be discussed in a profile of these schools. First, they are mainly *extensions of early childhood* programs. Many schools grow by adding a new grade each year, and this may be a major factor driving program development and parental choice. Secondly, there appears to be some stability in maintaining a core group of students. For example, in level 1 schools, which enroll students in grades 1-6, over 80% of students are continuing students, because administrators estimate that new students approximate 11 to 19 percent in those grades (Figure 3A). There is also an apparent surge in new students at grades 7 and 9. This may be the result of enrollment patterns at level 4 schools, which begin students in grade 7 (Figure 3D), and level 5 schools, which begin students in grade 9 (Figure 3E) .

In level 1 schools, grades 1–6 (Figure 3A), and level 2 schools, grades 1–8 (Figure 3B), there are fewer students enrolled in each succeeding grade. However, this does not appear in level 3 schools, grades 1–12 (Figure 3C). There are greater numbers of students enrolled in each succeeding grade in level 4, grades 7–12, and level 5, grades 9–12.

These changes in enrollment may reflect different strategies in enrollment policy by schools. It also may reflect different

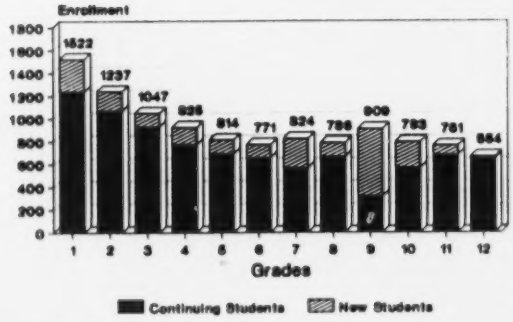
Figure 1
Total Enrollment, Grades 1–12
Males and Females



	1	2	3	4	5	6	7	8	9	10	11	12
Males	748	614	541	488	422	374	370	319	426	383	361	297
Females	777	623	511	482	392	397	469	467	483	430	400	367

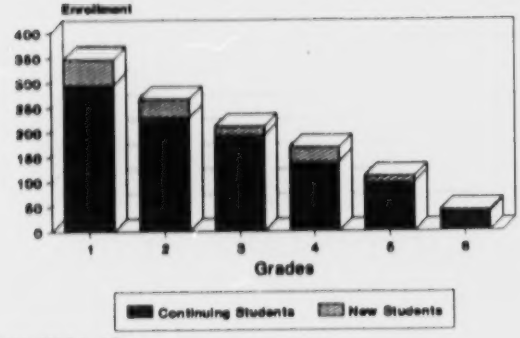
1989-1990 School Year

Figure 2
Total Enrollment, Grades 1–12
Continuing and New Students



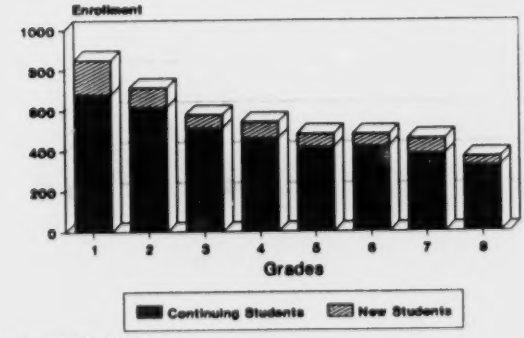
1989-1990 School Year

Figure 3A
Enrollment, Level 1 Schools (Grades 1–6)
Continuing and New Students



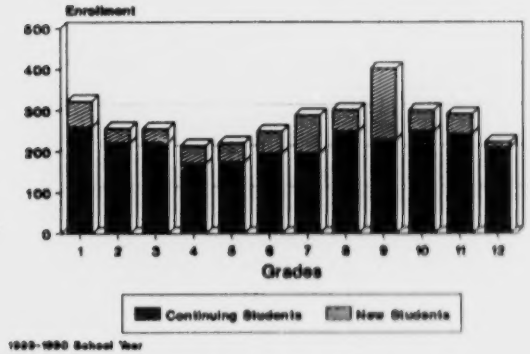
1989–1990 School Year

Figure 3B
Enrollment, Level 2 Schools (Grades 1–8)
Continuing and New Students



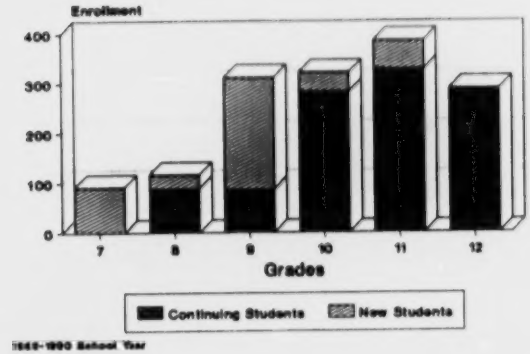
1989–1990 School Year

Figure 3C
Enrollment, Level 3 Schools (Grades 1–12)
Continuing and New Students



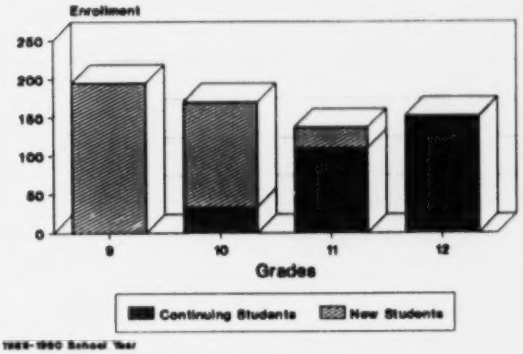
1989-1990 School Year

Figure 3D
Enrollment, Level 4 Schools (Grades 7–12)
Continuing and New Students



1989-1990 School Year

Figure 3E
Enrollment, Level 5 Schools (Grades 9–12)
Continuing and New Students



expectations by parents in their selection of schools. There also may be environmental factors that distinguish classrooms in elementary, junior high, and secondary schools. For example, the data also show an influx of students in grade 10 (Figure 3E). It is entirely possible that some students had negative experiences in grade 9 and left in search of different environments. On the other hand, some school districts have junior high schools at grades 7, 8, and 9, and these students then move into independent neighborhood schools at grade 10.

Average Length of Enrollment, by School Level and College Status

The median years enrolled by students appear to be 4 to 5 years, regardless of school level or college status (Table 2).

2. Curriculum Plans, Textbooks, and Standardized Tests Used

This study explored the issue of content in the curriculum through survey questions on curriculum plans, textbook usage, testing at independent neighborhood schools, and workshops requested by administrators.

In curriculum design, 52 schools (63 percent) indicated in their Needs Assessment surveys that their curriculum plans were written by the administrator or teaching staff.[3] Twenty-three schools (28 percent) rely on commercial and/or religious publishers in the design of their curricula.

Independent neighborhood schools also use a variety of textbooks from commercial and religious publishers (Table 3) and sometimes multiple texts in the same grades. There appeared to be no single major publisher of textbooks that was consistently used, except that the religiously-affiliated schools tended to favor Abeka. Therefore, these schools are wrestling with content as an issue in culture-affirming environments. The textbooks they use may not actually meet their needs or be easily adaptable to their present curriculum design.

One of the most popular instruments for measuring student performance in American public education is the nationally

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3 This is consistent with findings from the previous study which showed that 32 out of 34 independent neighborhood schools have different approaches to curriculum design and frequently rely on teacher-designed materials. Furthermore, curriculum areas such as English, mathematics, and history included units of study on cultural issues in 27 out of 34 schools (Ratteray and Shujaa, 1987).

standardized test. From the survey of 82 independent neighborhood schools, administrators reported that they use five major nationally standardized tests: the Stanford Achievement Test (Stanford), 32 percent; the California Achievement Test (CAT), 27 percent; the Iowa Tests of Basic Skills (ITBS), 16 percent; the Comprehensive Test of Basic Skills (CTBS), 11 percent; and the Metropolitan Achievement Test (MAT), 3 percent.[4]

This distribution of tests may be determined in part by the tests used in public schools and state requirements that independent schools demonstrate "equivalency of instruction" by using the same tests. Schools defined in this study as Level 1 schools (grades 1-6) and Level 2 schools (grades 1-8) must be particularly concerned about the placement of their students that transfer to public schools. In the absence of state or national requirements, this distribution may be due to the reputation of particular tests, and their apparent compatibility with the curriculum and textbooks used at the independent neighborhood school.

The questionnaire to schools asked administrators if they would agree to a proposal asking independent schools nationwide to use the same standardized tests. Of the 82 respondents, 17 percent of the schools said they would definitely approve, 59 percent would strongly consider it, 12 percent are not inclined to agree, 5 percent said definitely not, and 7 percent gave no response.

The intent and context of the question was that the recommendation might be made by the Institute for Independent Education. In addition, the timing of this survey predated a wide-ranging discussion in the media about specific national goals and testing strategies. However, one respondent specifically stated he would strongly consider the proposal if it applied to all independent schools, not just African-American independent schools.

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4 The term "Stanford" or the abbreviation "Stan" are used throughout this text to refer to the Stanford Achievement Test so as to avoid confusion with the acronym "SAT" which also refers to the Scholastic Aptitude Test given to high school students.

In each instance, school administrators appeared to recognize a need for change in the areas of curriculum design, textbook selection, and testing policies because of the types of workshops they requested (Table 4). In particular, approximately 67 percent of the administrators indicated that they are interested in workshops for their teachers on curriculum planning and evaluation, and 65 percent requested workshops on evaluating student performance.[5]

3. Teachers

At independent neighborhood schools, most of the teachers (75 percent) are females. At least 28 percent of the teachers were hired in the last two years (1989 and 1990), and 52 percent of the teachers were hired between 1987 to 1990 (Figure 4).

Teacher Qualifications

The largest percentages of teachers in indepedent neighborhood schools, at the five levels defined in this study, have bachelor's degrees (Figure 5 and Table 5). Teachers with master's degrees are well represented at all levels, especially in the schools with higher grades. The following points also should be noted:

- For level 1 schools (grades 1-6), 84 percent of all teachers at these schools have B.A. degrees or higher.
- For level 2 schools (grades 1-8), 79 percent of all teachers have a B.A. degree or higher; 15 percent of the teachers have an associate or 2-year degree.
- For level 3 (grades 1-12), 85 percent of the teachers have B.A. degree or higher with 7 percent 2-year degree.

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5 Members of the recently-formed Independent Education Network, which is affiliated with the Institute for Independent Education, also identified evaluation as a high priority area for network members.

Figure 4
Number of Teachers, by Year of Hire

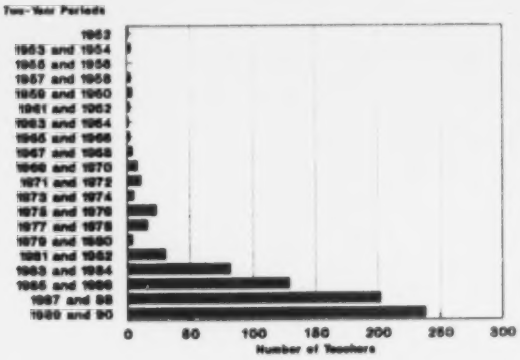
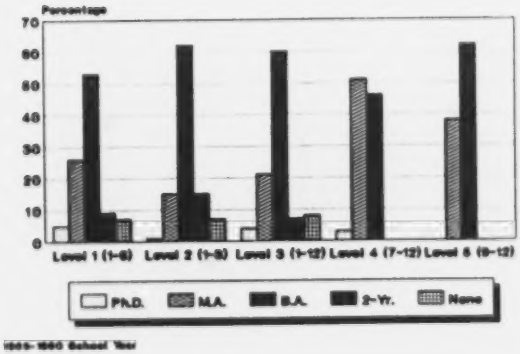


Figure 5
Percentage of Teachers at Schools
by Qualifications and by School Level



1985-1990 School Year

- For level 4 (grades 7-12) and level 5 (grades 9-12) all teachers have a B.A. degree or higher.

Compensation of Teachers

Approximately one-half of the schools at each level report that they are not losing teachers because of higher salaries elsewhere (Table 6A). Except for level 3 schools (grades 1-12), the schools that are not losing teachers report that they have a higher range of salaries than those that are losing teachers (Table 6B). However, the absolute dollar differences between the two categories (losing versus not losing) do not seem to be large enough to make a real difference in the decision to leave.

Since it appears likely that there is a significant turnover in new teachers, some clearly may be using independent neighborhood schools as stepping stones to other careers. On the other hand, the significant number of older teachers who persevere with relatively low salaries, is notable.

4. Financing Operations

Independent neighborhood schools appear to function in spite of low per-student costs, relying mostly on tuition to finance operations. Large-scale fund raising efforts on behalf of the schools would be beneficial. A previous study noted that in times of inflation and other changes in the economy, these schools are vulnerable because of their heavy reliance on tuition and the fact that tuition cannot be raised higher than families are able to pay.

a. Per-Student Costs

The average per-student cost for operating an independent neighborhood school in this sample is $2,458 (Table 7A). This can be compared to the estimated per-student cost nationally for private

schools during 1989-90, which is $3,287.[6] It also can be compared to the average per-student cost of public schools, which by one estimate is $5,247 ("Total and Current Expenditure," 1991).

When the schools that submitted reading test data for testing year 1990 were separated into four classifications by type for the purpose of analyzing performance on standardized tests, there appeared to be no relationship between the amount of money spent on students and the level of student achievement (Table 7B).

b. Sources of Funding as a Percentage of Total Budget

Over one-half of the independent neighborhood schools get more than 75 percent of their total budget from tuition (Table 8A). Over one-half (49 schools) report that they receive less than 25 percent of the total budget at these schools from fundraising, although 21 schools did not answer this question.

c. Schools with Annual Budget and Annual Audit

Most of the schools (76 percent) prepare formal annual budgets, and 43 percent have their books audited (Table 8B).

5. Facilities, Computers, and Needs for Improvement

Facilities

A majority of the independent neighborhood schools in the sample have facilities that include a computer lab (56 percent), a playground (65 percent) and a library (73 percent). Fewer schools have science laboratories (27 percent) or a gymnasium (30 percent).

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6 This figure is based on total spending of $17.6 billion for 1989-90 for education in private schools with a total student enrollment of 5,355,000.

Computers

The largest numbers of computers used in independent neighborhood schools are IBM or the Apple II series computers (Table 9A). For those schools which provided more detailed information on the random access memory (RAM) of their IBM or Macintosh computers, 16 percent have either 640K, 1MB, or more memory; 2 percent have 512K, which could easily be upgraded to meet the minimum standards for current off-the-shelf software; and 28 percent have 256K or less (Table 9B), which is no longer useful for the newer versions of software.

Most of the 115 computers reported as "Other" are the Commodore brand with 64K of RAM. Some schools have either the Tandy (Radio Shack) models that are not 100 percent IBM compatible or other brands with low memory capabilities.

Independent neighborhood schools tend to use their computers primarily for instruction, general office needs, maintaining student records, and financial management (Table 10A). Many schools use their computers for instruction either once a week or five days a week through grade levels (Table 10B). There were a significant number who chose not to answer this question. A few schools (21 percent) use their computers to maintain alumni files, while the rest do it either manually (55 percent) or not at all (24 percent).

Even though schools report that they have varied uses for their computers, their hardware for the most part is not capable of sustaining the current versions of off-the-shelf software that will help them efficiently meet those uses. Nor is much of the equipment suitable for the software needed to implement the tracking procedures that were developed as a result of this study.

Needs for Improvement in Physical Plant and Equipment

It is not unusual for schools of all types to have physical plants that require attention. However, the needs at independent neighborhood schools may make it necessary for schools to spend precious resources on maintenance. The highest priority needs for

improvement to the physical plant include: Floor covering, new boiler, new roof, new plumbing, painting of the exterior and interior, and lighting. The second priority items mentioned most often include: Floor covering, lighting, painting of the exterior, new plumbing, and painting of the interior. Most schools need new buildings or new additions to expand existing facilities.

Equipment needs reflect high-priority requests for computer hardware and software (Table 11), which is consistent with the data on inventories of computers that are now obsolete (Table 9).

6. Distinguishing Characteristics of Schools as Seen by Alumni

Aside from technological assessments, such as test scores, one goal of this study was to identify the characteristics of independent neighborhood schools that are most significant from the perspective of their alumni.

The Alumni Survey asked respondents to indicate whether they would recommend their former schools to friends, with a request to explain why or why not. Among the 50 respondents who participated in the telephone interviews, 41 indicated they would recommend their former schools to a friend, five would not, and there were four who did not respond.

During the interviews, respondents were asked three questions intended to elicit their perceptions of the characteristics of their independent neighborhood school that they found most important. First, respondents were asked to name characteristics of their former independent neighborhood school that they most certainly would mention when recommending the school and to explain why. Second, they were asked to describe their perceptions of the mission or goals of that school. Third, they were asked to indicate what suggestions they would make for improving the school if they were invited to do so by a planning committee.

This study found that most alumni would recommend their former schools to friends because of the school climate, its curriculum, the teachers, school policies, and the affirmation of culture. The responses to these questions are discussed below.

Alumni Perceptions of School Characteristics

The most important characteristics of the schools that alumni mentioned in their interviews are school climate, followed by the academic curriculum, teachers, and school policies (Table 12A). The term "school climate" is used here to include the relatively small student body, feelings of warmth in interpersonal relationships, and the family-like atmosphere typical of many independent neighborhood school. In the examples that follow these characteristics, particularly the feeling of belonging to a family, are clearly evident.

> It was small, warm, inviting. It offered personal attention, builds character, but it was academically sound. [sfchlc]

> The characteristics of the school I would describe as being a society of people who are like a family. There is always a willingness to help by teachers and pupils. They keep in touch with you. [xpmg]

> It was a homey environment, kind of like a family. Teachers always helped you whenever you needed it... [cssc]

> It's a family school. Nobody is just another number. Everybody cares, even the teachers. If you really need extra help, sometimes you could go to their house or they would even come to yours, sometimes. [csnr]

These statements help to illustrate the importance of the climate at independent neighborhood school in the experiences of many of the alumni. However, it would be misleading to consider school climate as an isolated feature. Respondents often mentioned the academic curriculum, teachers, and policies regarding discipline, tuition and parent involvement as package of attributes on which they would base their recommendations of their former schools. In addition to climate, the academic curriculum and discipline policies often were mentioned together.

> The discipline and the courses they offered a lot of high schools didn't offer like calculus and higher algebra and algebra 2. [smsgs]

> The characteristics of the school are its great education, family atmosphere, lots of tradition and great place to be. It also has very clean facilities and is a very safe campus. The school has strong discipline. [smac]

> I would describe the characteristics of the school as being good discipline, although compared to the excellent discipline now, it could have been better when I was there. [xptr]

> Characteristics are good discipline, expanded science and biology labs and family oriented environment. The teachers take a special interest in pupils, more so than other people. [xpsa]

Several of the comments presented thus far have included references to the special attention that independent neighborhood school teachers provide students. Table 12A shows this characteristic to be an important one. The willingness of teachers to help students is one characteristic that stands out. The two statements that follow further emphasize the significance the alumni we interviewed placed on the commitment and concern of their former teachers.

> I think the characteristics of the school are its good disciplining, very smart kids and everyone gets on very well, it's like a family. Pupils respect teachers as though they were their parents. [csrh]

> The teachers cared and wanted students to succeed. They were willing to work with students at all costs. [psmwp]

Another school characteristic that alumni indicated they would highlight if recommending their former schools is the affirmation of their ethnic culture. The emphasis placed on school climate may also be considered a contributing factor to affirming students' culture because they are essentially African-American institutions. The "homey-ness", family-like atmosphere, warmth and other characteristics that the alumni value so highly are provided in what is basically an African American environment. However, for some alumni the special emphasis their former schools placed on adding

to their students' cultural awareness was an attribute important enough to recommend the school to others. One respondent pointed out that her independent neighborhood school contributed to her development as an African American and as a woman.

> The sisterhood and the togetherness. There was competition but sisterhood was stressed. It was a good experience for a Black female to realize that a Black woman could run things. [smcccp]

In summary, this analysis of the characteristics that alumni would highlight if recommending their former schools to their friends underscores the importance of the school climate. It helps us to see these schools a places where students receive quality academic preparation in an orderly environment where one can feel comfortable and secure as an African American.

Perceived Mission or Goals of the Schools

When asked to give their perceptions of their former schools' mission or goals during the interviews, respondents identified the schools' role in contributing to the personal development of their students and in preparing the students for further schooling (Table 12B).

In focusing on personal development as a goal the respondents revealed a strong perception of the schools as contributors to their strength of character. Their comments emphasize a belief that success in life depends mostly on the preparation an individual receives to handle what life presents. This suggests that academic goals are viewed as important but are secondary to the use that an individual of strong conscious and character is able to make of them. The following comments illustrate these viewpoints.

> The school's mission is to prepare the students for the outside world. It wants the students to have a good attitude toward learning. There is a focus on time keeping, clothes, attire, proper dress. They want you to have confidence and the teachers and students constantly try to motivate you. [psmtc]

> The school's goal is to teach you to be the best that you can be and to work hard to reach your full potential. [xptt]

When discussing their perceptions of the mission and goals of their former schools, the alumni who were interviewed tended to make statements in which the categories in Table 12 overlapped. Often alumni linked the goal of personal development with academic preparation by stating that the school's goal was "to produce well-rounded, academically strong young African Americans" [iljj]. The following statement is another example of this type of linkage.

> The school's mission or goal is to prepare students for society and college, that is, academically and socially. They try to give you confidence and show you how to carry yourself... [xpnc]

In some instances, alumni viewed personal success as only a means to achieving a broader, more encompassing mission or goal. Religion or spiritual development and cultural affirmation represented these overriding contexts in alumni perceptions of school goals or mission.

> The school's goals are to build a strong Christian attitude to help in the development of character. [tcard]

> They teach you about your culture, about Black pride and they get you ready for the future. [cssc]

Generally, however, the alumni who were interviewed perceived their former schools as institutions that emphasized developing within their students the skills and confidence necessary to be successful as African-American men and women. In evaluating their comments, one must bear in mind that these respondents are alumni of schools that were comprised almost entirely of African-American students. The context of their schooling was dominated by an understanding that African-American students need a strong sense of personal resolve to achieve their potential. The efforts of the schools to help their students develop this personal resolve,

and along with it the academic and other skills necessary to gain access to upward social mobility, account for the perceptions that alumni share of their school mission and goals.

Suggestions for School Improvement

Alumni were asked to indicate what suggestions they would have for improving their former schools, if they were asked to submit agenda items to a planning committee convened to discuss such issues. The intent of this question was to determine alumni perceptions about the areas in which the schools should focus their improvement efforts and the reasons why they believed the improvements were needed.

The most frequently suggested area of improvement was school facilities (Table 12C). This is hardly surprising, considering the relatively small operating budgets in place at independent neighborhood school and virtually non-existent capital budgets to cover replacement or upgrading of aging facilities.

When discussing facilities, the majority of respondents mentioned the addition of a gymnasium as the most needed improvement at their former schools. Computer facilities were also mentioned relatively often.

> They need a gym and a cafeteria. [lcogw]

> Computers and a gym. Otherwise it's a pretty good school. [ilfr]

> Start with a gym. More teachers. More after school things. More skillful things like workshops for students, vocational type activities. [sfchrm]

Occasionally, other kinds of facilities were mentioned such as an auditorium, a larger library, and larger classrooms. In one instance heating during the winter was identified.

Suggestions for improving the academic curriculum focused on adding or improving courses in computer studies, foreign languages, African-American history, physical education, English,

and the sciences. The responses were varied. Only foreign languages and computer studies were mentioned more than once.

Comments about teachers dealt mainly with the need for increasing their numbers. There were two comments about the quality of teachers. In one instance the respondent indicated the teachers were too old and in another it was felt that some teachers did not have an in-depth understanding of their subject area.

To summarize, the needs of the schools as perceived by the alumni who were interviewed directly or indirectly reflect limited financial resources. The concerns about facilities, as mentioned previously, are directly related to having the funds for capital improvements. The comments about the academic curriculum focused primarily on the range of courses available to students. Suggestions related to teachers were concerned with the need to hire more of them. In both cases these are needs that derive from a lack of available funding. Suggestions that indicated the schools were ineffective or served their students inadequately were very rare.

B. Student Test Performance

Students in independent neighborhood schools generally scored above national norms on the five nationally standardized tests that were previously discussed: CTBS, CAT, ITBS, MAT, and the Stanford. In each instance, the national norm is a percentile rank of 50.

Data on the reading subtests of these tests were collected from a sample of 2,850 students across the country in grades 1 to 8 for tests administered in May 1989 and May 1990 (Figure 6). Data on the mathematics subtests were collected from a sample of 2,838 students in the same grades and in the same testing year (Figure 7). With only a few exceptions, both data sets describe the same student cohort.

These figures present a global perspective or overview and should be accepted with caution. In this study, it was important to

determine how and why some students perform well above the national norm, at or near the norm, or well below the norm.

In a very limited sense, Figures 6 and 7 appear to show higher scores when a test given in 1989 is given to the same students in 1990. However, the differences are not significant enough to suggest a practice effect, or familiarity with the test producing a higher score. The median of the percentile ranked scores of all the students who took each type of test in reading were above norm in 1990, except for the ITBS on which the median is both lower and below norm for most grades (Table 13). The same is true for mathematics (Table 14).

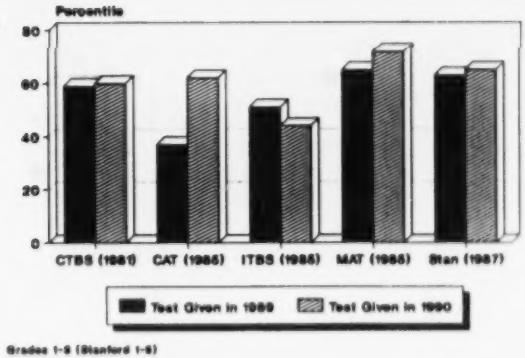
A more detailed analysis of test results, however, shows that independent neighborhood schools can be grouped into four distinct types based on the performance of their students on these tests. For reading tests given in 1990, for example, schools can be grouped as high-performing schools, schools with normal distributions of test scores, schools with multimodal distributions, and low-performing schools (Table 15A). Approximately 88 percent of independent neighborhood schools are at or above norm, and 89 percent of the students tested in 1990 are being served by these types of institutions. The mean of percentile ranked scores for these institutions may range from 50 to 65 (Table 15B).

Approximately 44 percent of the schools can be said to be high-performing schools, which is the largest single category of schools in the sample, and they serve 57 percent of the students (Figure 8A). These schools typically have a mean of percentile ranked scores of 60 to 72, and the overwhelming majority of their students can be said to be doing quite well on standardized tests.

Schools with normal distributions, as a group, have a mean of 51 (Figure 8B). The mean at individual schools are in the range of 46 to 57. Their students fall within what is called a normal curve, having a peak at 50, with some students performing extremely well and some students performing poorly.

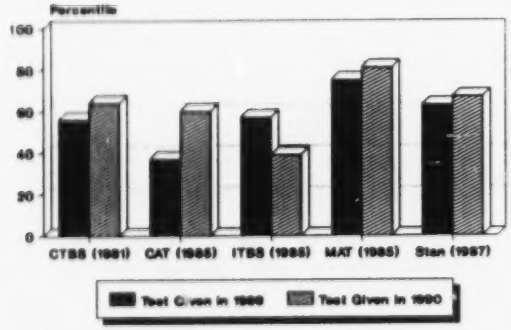
Multimodal schools are a unique group because within a single school, the distribution of scores reflects several "humps" or modes on the curve (Figure 8C). This means that teachers must teach in classrooms where there are as many as three distinct

Figure 6
Median of Percentile Ranked Scores
(Reading)



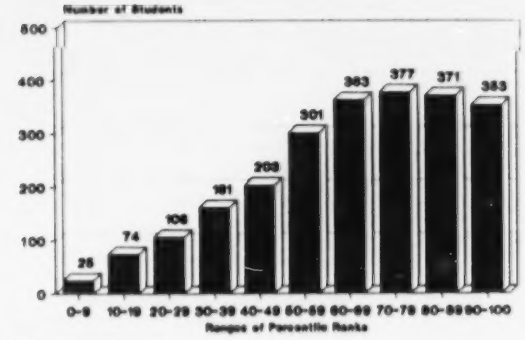
Grades 1-9 (Stanford 1-9)

Figure 7
Median of Percentile Ranked Scores
(Mathematics)



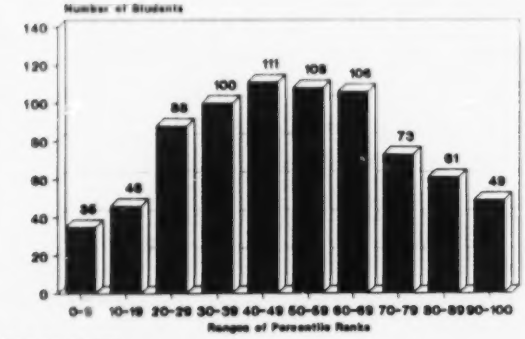
Grades 1-9 (Stanford 1-9)

Figure 8A
High-Performing Schools
(Reading, 1990)



Tests given in 1990

Figure 8B
Normal-Distribution Schools
(Reading, 1990)



Tests given in 1990

groups of students: a group at the lower end of test performance, a quite separate group in the middle range, and another group at the higher end. The overall mean for multimodal schools is 53, with a range of mean percentile ranked scores for separate schools from 42 to 62. Approximately 28 percent of the schools are of this type, serving 16 percent of the students.

Low-performing schools have a distribution of percentile ranks in which most students perform below the national norm of 50 (Figure 8D). Only 12 percent of the schools are in this category, serving 8 percent of the students.

There is also great variability and a tremendous range of skills among students in the various grade levels at independent neighborhood schools. More often than not, there is a high standard deviation within each grade level (Table 16). For example, the first school[7] shown in the table administered the 1985 version of the ITBS to grade 6 students in testing year 1990. The students as a group had a mean of 50.92 and a standard deviation of 31.27, with individual percentile ranked scores from a low of 1 to a high of 99 within the same grade. There were 12 students in grade 6 at this school. It is significant that these schools can operate effective programs in spite of the wide range of student abilities created by open-door policies.

It should be noted that Table 16 reflects the performance of entire grades at each school, based on a 10 percent random sample. It shows that 68 percent of the grades (13 out of 19) have a mean student performance above norm in reading, and 83 percent of the grades (15 out of 18) are above norm in mathematics. This means that 80 percent of the students were in above-norm *contexts* for learning reading, and 94 percent were in above-norm contexts where mathematics was taught. This is supported by data on *individual students across all grades* in 1990, which show that

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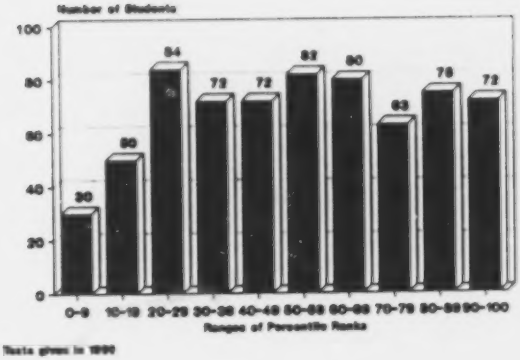
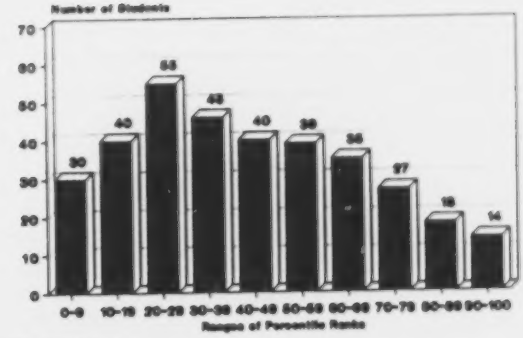
7 Each school was assigned a code for reporting purposes, because the data were collected with a guarantee of confidentiality. The codes are further suppressed for this report.

Figure 8C
Multimodal Schools
(Reading, 1990)



Tests given in 1990

Figure 8D
Low-Performing Schools
(Reading, 1990)



Tests given in 1990

64 percent of them were above norm in reading and 62 percent were above norm in mathematics. A similar pattern held for 1989.

Several administrators have commented over the past few years that new students who enter their schools at various grades have lower test scores than students who are continuing in that school from a previous grade. The result seemed to be an overall low level of performance reflected in standardized test results.

This assumption that new students depress the scores of continuing students is not supported by the data in the present study. Only a few new students have low scores, some of them have high scores, and the overall number of students is not large enough to make a difference (Table 18). If this effect occurs, it is unique to particular schools, probably in specific testing years, and it is not a significant national phenomenon.

C. Impact of Schools on Alumni

The impact that independent neighborhood schools have on their alumni can be measured by the extent to which schools prepare alumni either for college and other further schooling or for employment, by the distribution of alumni, and by their involvement in the activities of the school from which they graduated. It also is useful to consider a summary profile of high-performing schools as seen by their alumni.

This study shows that independent neighborhood schools effectively prepare their students for college or further schooling and for employment in the work force, therefore helping them to achieve their personal goals.

1. Preparation for College or Other Further Schooling

Approximately 38 percent of the 190 alumni responding to the questionnaire are now in college (Table 19A). Of the 50 alumni interviewed, 31 (62 percent) pursued further training after high school (Table 19B). Twenty-nine (94 percent) of those who took

further training went to college and are now either college graduates, attended college but did not graduate, or currently attending college.

The Alumni Survey questionnaire asked respondents who had graduated from high school to answer four questions on their preparation for further study. The first question asked them to identify their major field of study if they were in college. The second question asked what specific courses in their independent neighborhood school were most helpful in preparing them for college or for the job they now have. The third question asked which courses they did not master as well as they felt they should have and which courses they felt were not taught but should have been taught. The fourth question asked how their independent school helped them to select a college. The findings are, as follows:

a. Major Fields of Study in College

Independent neighborhood schools prepare their students for a broad range of college majors. Medicine and health-related fields (26 percent of the responses) and business administration or management (19 percent) were the majors selected most often (Table 20). Other majors included liberal arts, 12 percent; science and technology, 11 percent; the humanities, 10 percent; law and law-related professions, 7 percent; education, 7 percent; and undecided, 8 percent.

b. Subjects Taught

Independent neighborhood schools teach many subjects that prepare students for college. Responses gathered from the questionnaires produced a list of courses that alumni felt were helpful. However, the questionnaires of the 50 alumni interviewed produced a more concise list in which mathematics and English ranked at the top of the list (Table 21). This is consistent with the data reported in a previous section on standardized test results, which show that most students perform above the norm in reading and in mathematics. It may be that high performance on tests is

likely to cause alumni, in retrospect, to feel satisfied about the usefulness of the courses they had taken, although this study did not match specific alumni with their own standardized test results.

During the interviews, alumni were asked to explain further which courses were most helpful. Some of their comments follow:

> With regard to English, it was well established. Lots of my books and different types of papers I was able to use once I started college. The math department was wonderful. I used those books in college. [sfchas]

> Biology was helpful because that is my major. I really grew to like the subject because of the way it was taught. I also liked trigonometry for the same reason. [tcard]

> The subjects Computer Literacy and Algebra I and II were helpful in providing skills for college. However, the computer skills could have been better. I received eight credits for precalculus and calculus from my school when I got into university. [xpnc]

c. Subjects Not Mastered and Subjects Not Taught

The responses to the questionnaires show that only 29 percent of the respondents felt they had not mastered what they were taught and 30 percent felt that other subjects should have been taught (Table 22). The interviews then explored in greater depth the question of subjects that were not mastered and not taught.

(i) Subject Area Mastery

Twenty-four of the 50 alumni who were interviewed by telephone during the follow-up to the survey had indicated on their questionnaires that they did not master some subjects taken at their respective independent neighborhood school to their satisfaction. An analysis of the interview data reveals three reasons why alumni believed they did not achieve mastery of some subjects:

- Insufficient student effort (ISE), meaning the respondent perceived that inadequate mastery of subjects should be attributed to his or her own effort.
- Inadequate instruction (INI), meaning the respondent perceived that inadequate mastery of subjects should be attributed to inadequacies in instruction.
- Limited exposure (LEX), meaning the respondent perceived that inadequate mastery of subjects was the result of limited exposure to the content.

Alumni were nearly twice as likely to indicate that they did not master subjects because of the insufficiency of their own efforts as they were to attribute non-mastery to either inadequate instruction or limited exposure to the content (Table 23A). Often the former students felt that they did not work hard enough to learn the material presented to them by their instructors. They stated, for example:

> I would like to have had more mastery over biology and history because I didn't study enough and it would have been helpful for the work I do now in high school. [cslb]

> I wish I had gained mastery over math and English, but I did not work hard enough. I was taught all the subjects that I needed. [xpdj]

Sometimes, alumni indicated that they had not focused their attention on the subject matter, as was the case with math for one student:

> ...I was somehow not paying attention. Then when it was time to grasp it, I didn't. [sfchnb]

In other instances, respondents indicated they had constructed psychological barriers that prevented them from putting forth their best effort in some subjects. Two alumni who indicated that they had experienced problems in math said:

> I really didn't like the class, so I guess I never thought I could do well because I never wanted to go. [cssm]

> I've never been very good in math. [psmwp]

There were instances when alumni said they wished their schools had provided them with greater exposure to certain subjects or resources. These desires were expressed in several ways. One form was that respondents said they were unable to take the courses they wanted. This is illustrated in the two examples that follow. Typing courses were unavailable to two students attending different schools. In one instance, it was because of the student's high reading scores and in the other because of the student's curriculum.

> I didn't have an opportunity to take speed reading or typing. It wasn't available to me because of my reading scores... It's not that the courses weren't offered...It was just a matter of whether or not you could get into the classes. [psmsb]

> I was on the "A" track, which was college prep, so we took trig. I needed typing for college though. [smccp]

In other instances alumni indicated that more exposure to a specific subject, which was often math, was needed.

> I had to take a remedial course in college. I wish I had more math. I needed it in college. [lcogw]

> I only had a little time in math. I had a baby, dropped out for a while. If I had more courses in math and computers, I would probably have a better job. [sfchrm]

In the contexts discussed thus far, it did not appear that alumni blamed their former schools for non-mastery of particular subjects. This was clearly so when non-mastery was attributed to individual effort. To a lesser extent, perhaps, the tendency not to blame the schools was evident among those alumni who indicated that courses

they needed were offered by their former schools but could not be fit into their schedules and also among alumni who felt they had insufficient exposure to content in specific subjects. On the other hand, the alumni who were interviewed *did* hold their former schools accountable when they felt the quality of instruction was not adequate.

There were some instances in which alumni indicated that they did not master subjects as well as they feel they should have because the subjects were not adequately taught. In one instance, the problem was explained as having "had difficulties with the teacher." However, some examples described situations in which the alumni felt there were not enough teachers to provide proper instruction.

> I wish I had gained more mastery over computers. I loved it but because of lack of time, lack of computers and *only one teacher*, I only got a basic understanding. [xpnc]

In other instances, the alumni felt some subjects were not taught well.

> I wish I could have done better in Spanish while attending _____. I had three different teachers who taught three different ways. [cshk]

There was also an example in which an alumnus attributed non-mastery to both student effort and the instruction provided by the school.

> I took [chemistry and other sciences] but they were not sufficient... It was a combination of the way they taught it and the way I went about learning it. Math was stressed but not science. [smccp]

In summary, the follow-up interviews revealed that alumni felt that non-mastery of subjects taken at their former independent neighborhood schools was due to insufficient student effort, inadequate instruction or limited exposure to the subject. Non-mastery was attributed to insufficient student effort nearly twice as often as to the other two categories. Limited exposure to

some subjects seemed to occur because these subjects were not always available in some schools. Generally, the independent neighborhood school were not blamed by their alumni for non-mastery of subject area content. However, there were some instances when alumni did indicate that they did not perceive instruction to be adequate in some subjects.

(ii) Subjects Not Taught

Fourteen of the 50 alumni who were interviewed by telephone during the follow-up to the survey indicated that there were subjects they would like to have taken at their independent neighborhood schools. The follow-up interviews focused on determining whether the subjects were offered but not taken, or simply were not offered by the school. Only two indicated that there were subjects offered which they later wished they had taken; in both cases the subject named was typing.

Subjects that alumni would have liked to have had available to them at their former schools and the number of times each subject was mentioned places languages other than English at the head of the list (Table 10B). One indicated Latin would have been helpful when taking the SAT (Scholastic Aptitude Test). Three others felt that it was important to know more than one language, including one who wanted to learn traditional African languages. The subject area that seemed to have the most effect on later studies was computers. One respondent felt that not having the opportunity to take computer studies was a disadvantage in college:

> At the time friends in [other] private schools had computer science, but it was not offered. After I got to college, I was behind in computer science. [sfchas]

Typing, while not an academic subject, was regarded as a useful skill.

> Taking typing would have been good. We took computers but not typing. It would have been helpful in my school work.[cslb]

African-American history was a subject that both respondents who mentioned it simply regarded as something their independent neighborhood schools *should* have offered.

> I got to take everything that I wanted that they offered, but I really think they should have Afro-American history. [sbbp]

> Yes...African-American history. I find myself not knowing things that I should have learned at [the independent neighborhood school]. [smgs]

In summary, alumni views about subjects they wished their former schools had offered reflect a mixture of academic and personal concerns. The inability to take computer studies certainly seemed to be perceived as damaging academically. On the other hand, most of the other subjects identified appeared to represent areas that the alumni would have like to have experienced for their own personal development.

d. Guidance and Motivation

Independent neighborhood schools provide a wide range of services to prepare their students for life after graduation. The roles these schools have in guidance counseling were varied. The range of activities conducted by the independent schools to support their graduates included routine measures such as guidance counseling, teaching test-taking strategies and encouraging students to attend job fairs as well as more aggressive activities such as hosting college recruiters to conducting their own college weeks (Table 24).

A particularly comprehensive illustration was given by one respondent interviewed who was employed as an alcohol and drug abuse counselor. This respondent credited the independent school not only with help in choosing a major but also with providing the motivation to attend college.

> The tests helped me get into college. Career counseling offered a variety of things I could do. That's when I thought about psychology, to help people with problems. The job fairs gave me choices. I had been undecided about college. This helped me to decide to go to college. Coaching for interviews gave me experience for interviewing skills. It helped me by letting me know what to expect in an interview. [lcogw]

To summarize, the alumni who were interviewed provided descriptions that show their independent schools to be actively involved in preparing their students for college. On the other hand, there is little to suggest that very much attention is devoted to students who are not college bound.

2. Preparation for Employment

Approximately 25 percent of the alumni responding to the questionnaire (96 percent of those not currently in school) are employed (Table 19A). Of the 50 alumni who were interviewed, 18 (36 percent) are employed (Table 19C), and one-third of those are in occupations that require a bachelor's degree.

Alumni of independent neighborhood schools who are in the work force are engaged in a range of diverse occupations and professions (Table 19D). The sample of 47 respondents had a variety of professions, and no clear pattern emerged to suggested a tendency to choose one occupation or profession over another.

The high opinions of the courses taken in their former schools also applied when alumni were discussing their employment experiences. The following statements were provided by two alumni who were employed in clerical positions.

> The skills I gained in business math and clerical record keeping helped for my job working in income tax records and bookkeeping. [xpsa]

> Math and English were helpful because I am a secretary and work with correspondence and figures. [xpdj]

Most of the efforts to motivate students were intended to lead to college enrollment, although some alumni clearly were interested in careers that did not require a college degree. The respondents typically described career fairs where persons representing various occupations spoke about their fields and outlined the education and training needed for entry. These were sometimes hosted by the independent schools themselves and sometimes students were either encouraged or provided transportation to attend them.

When alumni described their independent schools as being generally supportive it was because they were unable to identify any particular aspect as more important than another. Of the five respondents who indicated that their former schools were not helpful in preparing them for further study or employment, two attended only the independent school for one year and two attended schools whose upper limit was the eighth grade. The remaining respondent's concern was that her school offered too little in the way of vocational support for students who did not plan to attend college.

3. Distribution of Alumni

The distribution of alumni can be described by examining the geographic locations from which alumni graduated, where they are now, and the years in which they graduated.

The alumni who responded to the questionnaire came from schools across the United States, from California to New Jersey and from Michigan to Louisiana, as well as from the U.S. Virgin Islands (Table 25A). They are also distributed across the country pursuing further schooling or employment (Table 25B).

Approximately 69 percent of the alumni graduated since 1985, and the remainder are distributed between the years 1959 and 1984 (Table 26).

4. Patterns of Alumni Involvement

The alumni of independent neighborhood schools are an untapped source of support for those institutions. An overwhelming

percentage of graduates, both those in college (85 percent) and those not in college (92 percent) would send their children to the school they once attended (Table). A high percentage would join or start an alumni organization. Some students have been involved with the school since graduation.

Of the 50 alumni who were interviewed, 41 indicated that they had been involved in some way with their former schools. Their level of involvement was determined by the number of times they reported activities in six categories (Table 28A). The specific activities in which they were involved were clarified by the interviews, which identified 10 categories of involvement and non-involvement (Table 28B).

The interviews revealed that the relationships many respondents had with their teachers was the factor that most often drew them back to visit their former schools. The dedication of teachers contributed significantly to very positive appraisals of school climate by the alumni who were interviewed. Moreover, the role of the teachers, in their own right, was consid ed by the alumni to be an important quality to recommend the schools. The following comments are typical of what the respondent had to say about visiting their former teachers.

> I visited the school because they're very supportive teachers and counselors. [lcogw]

> I saw teachers, talked about my grades. It was really a personal visit. [il]

> I've gone up there many times to see some of my old teachers. I like going to see them once in a while. [sbbp]

In addition to their lasting bonds with teachers, one in five of the alumni we interviewed have participated in cultural activities and ceremonies at their former schools. This pattern of involvement illustrates that the schools represent centers of social interaction for their alumni. This kind of involvement is consistent with the perception of family-like associations among school members.

> I have helped with activities such as the fashion show, the arts show and I have just gone back to see the teachers and be helpful. [csst]
>
> I helped out with graduations. I also deejay...they had an affair last night. [ilfr]
>
> I bought tickets to a school play and a midnight cruise. My parents went also. [nysw]
>
> I have been involved with Kwanzaa activities and I help out the teachers if I can. I have helped with marking papers. [cslb]

An especially important dimension of alumni involvement is the fact that nearly one in seven of the alumni we interviewed are now serving as full-time and part-time paid and volunteer staff members at their schools. These individuals serve as teacher aides, teachers, counselors, or simply as helpers who chip in to do what ever is needed. Other areas of involvement for alumni include serving as speakers at special events and in classrooms as resource persons and role models. Several alumni reported being involved in alumni networks. A few have gone back to their schools just to see what had changed since they left. One, the parent of a prospective student, returned to observe.

In summary, the pattern of alumni involvement among those who were interviewed shows that the schools are centers of social interaction for a significant portion of them. This is undoubtedly true for the 18 who indicated they have visited their former schools many times. The closeness the alumni feel with their teachers is a striking characteristic and is entirely consistent with the previously described perceptions of the schools as places with family-like atmospheres and committed teachers. Moreover, the ability of the schools to continue to attract their former students to participate in ceremonies and cultural events is indicative of a strong and abiding sense of community.

Furthermore, as a result of the interest generated by this study, several schools have developed alumni activities. Students, faculty and alumni at Roots Activity Learning Center in Washington, D.C. held an Alumni Dance. Administrators from independent

neighborhood schools have visited other schools in Louisiana, Illinois, New Jersey and Mississippi, based on reports of successful alumni activities. The Ivy Leaf School in Philadelphia has founded its Middle School Alumni Association.

5. Public/Private Backgrounds of Alumni and Average Years Enrolled in Independent School

The data reveal the wide range of backgrounds that independent neighborhood school students possess coming into these schools, private, mixed and public (Table 29). The notion that these students are only from an élite group of families is not substantiated by such diversity. In addition, whether students attended public or private schools before or after their independent neighborhood school experience did not seem to affect the average length of time they were enrolled in their independent neighborhood school, or whether they are now in college or not in college.

6. Profile of High-Performing Schools as Seen by Alumni

The 50 alumni interviewed included 18 from the 11 high-performing schools shown in Table 15. A composite of their impressions includes outstanding characteristics of their former schools, the mission or goals of those schools, the role of the schools in preparing alumni for further study, recommendations for school improvement, and the extent of alumni involvement.

Outstanding characteristics. If they were to recommend their former schools to a friend, one-third of the respondents from high-performing schools said they would stress the academic curricula. However, cultural affirmation, committed teachers, a family-like school climate, and strict discipline policies were the characteristics mentioned most often.

Mission or goals. More than one-half of the 18 alumni perceived that the mission or goals of these schools were directed toward helping students establish personal goals and preparing

students to achieve those goals. Academic preparation was noted by one-third of the alumni.

Preparation for further study. Almost one-half of the alumni in this subsample considered guidance and motivation to be the major roles their former schools had in preparing the alumni for further study. A few mentioned that they were generally prepared, and some mentioned specific subjects that had been helpful. However, only mathematics was named twice.

Recommendations. Alumni recommendations for school improvement were idiosyncratic: nine different responses were noted among the 18 respondents. Improving school facilities and the academic curricula each were mentioned four times.

Alumni involvement. A strong bond exists between alumni and their former teachers. One-half of the alumni in the subsample indicated that they had returned to their former schools after graduating to visit teachers.

In summary, the high-performing schools are perceived by this subsample of alumni to be solid institutions, offering strong academic curricula, culturally-affirming environments, committed teachers, and strong discipline. The goals and mission of these schools emphasize the development of personal expectations, and academic preparation is viewed as a means of achieving those expectations. Alumni also credit these schools with providing guidance and motivation. Other than improving the academic curriculum and school facilities, there was no pattern evident among the suggestions made for improvement. Finally, one-half of the alumni have returned to their former schools to pay visits to teachers, which suggests that strong positive relationships were developed during the school experience.

IV: Conclusions

Independent neighborhood schools are meeting the college and employment needs of their students when viewed from a broad spectrum of criteria for individual and institutional success. They have a rich historical legacy as well as an important contemporary role to fill, and they meet their challenge well even though they have limited resources. They deserve to be recognized for their contributions in any national efforts at education reform.

These schools are more accessible than any of the other options available to parents seeking alternatives to public schools. They serve students who historically have been the objects of explicit and implicit discrimination, especially through admissions policies. The majority of the students involved are African Americans, although there are some schools that serve Hispanic-American, Asian-American, and Native-American youth. These schools are found in the same neighborhoods where their students reside, have an open-door policy for admissions, and are accessible on financial, cultural, and religious grounds.

Most independent neighborhood schools enroll students up to grade 8, although some have students up to grade 12. The sample of high schools (schools having only grades 9 to 12) in this study was too small to draw any significant conclusions about their operations or the performance of their students. It also appears that many schools have pre-kindergarten students who continue at the elementary levels in order to get a solid foundation before they move on to other public and private institutions. In general, however, independent neighborhood schools touch the lives of their students for four to five critical years.

The largest percentage of teachers have bachelor's degrees, and teachers with master's degrees are represented in all types of schools. Some also have doctorates, and a few have credentials from two-year institutions. However, the study found that there was no relationship between the level of teacher qualifications and the performance of students on standardized tests.

Schools rely on tuition to provide most of the money for operating costs, and therefore they are unable to pay high salaries and only a few can afford to purchase state-of-the-art computers. Their facilities are modest and many administrators point to the need forsubstantial capital improvements. In spite of this, students and schools are successful.

Independent neighborhood schools have adopted the prevailing curriculum content and textbooks, which generally have their foundations in the traditions of Europe, and their students perform well by most measures. However, schools continue to grapple with issues of content and with context, which is the perspective from which content is viewed. In spite of their limited financial resources and time, they appear to be dissatisfied with the content of their curricula and texts and spend some time infusing them with materials that are more culture-affirming for their students. Even though they all provide these contexts by virtue of having relatively homogeneous populations, a few schools are beginning systematically to articulate the context in which they view their curriculum content.

In fulfilling their mission, these schools have a tremendous impact on their alumni. The alumni who participated in this study tend to have a positive attitude toward their former schools, especially the academic preparation they received at these institutions. In addition, they give particular credit to the high level of comfort they felt at those schools, expecially the family-like atmosphere and the discipline, as contributing to their individual success in pursuing their goals.

Most of the alumni who are not still in high school are in fact in college or employed in a broad range of occupations. Also significant are the strong bonds that were developed between teachers and students, and this contributes to the fact that alumni

tend to participate in activities at their former schools. Furthermore, most of the alumni recognize the need for students to work hard in order to be successful. To the extent that they were deficient in what they accomplished while they were in school, most alumni attributed this to their own lack of hard work rather than to any failure of the school to deliver on its mission or goals.

Against this background, most students in independent neighborhood schools are performing above the national norm on standardized tests. One unique group of schools has the extremely difficult task of simultaneously teaching, at the same grade levels, large groups of students who have lower levels of performance, students in the so-called "normal" range, and high-performing students. Nevertheless, their students also perform well. An extremely small number of schools can be classified as low-performing, although this study was not able to probe exactly why that is so or how resources are utilized in operating those schools.

In the face of efforts to reform education nationwide, it is instructive to notice how much these independent neighborhood schools are doing with so few resources. They demonstrate that many urban communities are touched by these institutions which have shown that student achievement is possible. It is equally important for policymakers, educators, and others to realize that instead of trying to reinvent the wheel and create new models, it is important to support models that work in the existing academic infrastructure of urban communities. Independent neighborhood schools have many strengths and deserve to be recognized in any approach to education reform.

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Tables

Table 1
Enrollment, by Grade, by Sex, and by New Registrants
(1989-1990)

Grade	Total	Males		Females		New	
		Number	Perct	Number	Perct	Number	Perct
1	1,522	745	49	777	51	284	19
2	1,237	614	50	623	50	168	14
3	1,052	541	52	511	49	116	11
4	950	488	53	462	50	152	16
5	814	422	52	392	48	122	15
6	771	374	49	397	51	114	15
7	839	370	44	469	56	256	31
8	786	319	41	467	59	120	15
9	909	426	47	483	53	592	65
10	793	363	46	430	54	226	28
11	761	361	47	400	53	80	11
12	664	297	45	367	55	14	2
TOTAL	11,068	5,320	48	5,778	52	2,244	20

Table 2
Average Length of Enrollment for Alumni, by School Level

School Level	Number Responding	Average Years Enrolled
1 (grades 1-6)	16	4
2 (grades 1-8)	61	5
3 (grades 1-12)	39	4
4 (grades 7-12)	16	5
5 (grades 9-12)	48	3
Total	180	

Table 3
Textbook Publishers at Schools Providing Test Data

School Code	Textbook Publisher	Test	Test Publisher
*	Holt, Rinehart, Winston	STAN	HBJ
*	Open Court	MAT	HBJ
*	?	CAT	CTB/MacM/McGraw Hill
*	Abeka	STAN	HBJ
*	McDougall-Littel	STAN	HBJ
*	?	ITBS	Riverside
*	McDougall-Littell	ITBS	Riverside
*	Houghton-Mifflin	CAT	CTB/MacM/McGraw Hill
*	Houghton-Mifflin	CAT	CTB/MacM/McGraw Hill
*	Laidlaw	ITBS	Riverside
*	HBJ	SRA	CTB/MacM/McGraw Hill
*	HBJ	CTBS	CTB/MacM/McGraw Hill
*	Abeka	STAN	HBJ
*	HBJ	STAN	HBJ
*	Various	CTBS	CTB/MacM/McGraw Hill
*	Open Court	STAN	HBJ
*	Ginn	STAN	HBJ
*	Open Court	MAT	HBJ
*	Silver Burdett	CAT	CTB/MacM/McGraw Hill
*	?	CAT	CTB/MacM/McGraw Hill
*	Houghton-Mifflin	CTBS	CTB/MacM/McGraw Hill
*	McDougall-Littel	STAN	HBJ
*	MacMillan	CTBS	CTB/MacM/McGraw Hill
*	Holt, Rinehart, Winst	STAN	HBJ
*	MacMillan	STAN	HBJ
*	Abeka	STAN	HBJ
*	Open Court	MAT	HBJ
*	Ginn	CAT	CTB/MacM/McGraw Hill
*	Ginn	CAT	CTB/MacM/McGraw Hill

* Note 1: School codes suppressed for confidentiality.
Note 2: Publishers of standardized tests:
CAT and CTBS: CTB MacMillan/McGraw Hill
MAT and STAN: Psychological Corporation, subsidiary of Harcourt, Brace, Jovanovich
ITBS: Riverside Publishing, subsidiary of Houghton Mifflin.
Note 3: Abeka is the publisher of texts and curricula with a religious emphasis.

Table 4
Workshops and Networking Requested by Administrators

A. Workshops for Teachers

Type of Workshop	Schools Number	Schools Percent
Curriculum planning & evaluation	55	67
Evaluating student performance	53	65
Teaching reading	42	51
Teaching mathematics	39	48
Teaching science	47	57
Cultural awareness:		
African American	43	53
Hispanic/Latino American	3	4
Native American	1	1
No response	35	42

B. Networking by Administrators

Purpose of Networking	Schools Number	Schools Percent
To attend workshops	63	78
Cooperative purchase of supplies	48	58
Sharing effective materials and techniques	62	75
Joint insurance/health plans	58	70
Other*	17	21

* Other includes:
Field trips and other extra curricular activities; management and fundraising techniques; recruitment of teachers; sharing teachers; pension plans; student exchange; academic/physical competition; organization of a certification process

Table 5
Teacher Qualification, by School Type

Level 1 (Gr. 1-6; 21 schools)	Number	Percent
Ph.D	6	5
M.A.	34	26
B.A.	71	53
2-YR	12	9
None	10	7
Total	133	100

Level 2 (Gr. 1-8; 33 schools)	Number	Percent
Ph.D	4	1
M.A	54	15
B.A.	220	62
2-YR	51	15
None	25	7
Total	354	100

Level 3 (Gr. 1-12; 21 schools)	Number	Percent
Ph.D.	9	4
M.A.	54	21
B.A.	155	60
2-YR	19	7
None	21	8
Total	258	100

Level 4 (Gr. 7-12; 2 schools)	Number	Percent
Ph.D.	2	3
M.A.	31	51
B.A.	28	46
2-YR	0	0
None	0	0
Total	61	100

Level 5 (Gr. 9-12; 2 schools)	Number	Percent
Ph.D.	0	0
M.A.	18	38
B.A.	30	62
2-YR	0	0
None	0	0
Total	48	100

Table 6
Compensation of Teachers

A. Number of Schools Losing or Not Losing Teachers Because of Higher Salaries Elsewhere

Level	Grades	Losing Number	Not Losing Number	Total Schools
1	1-6	12	9	21
2	1-8	16	17	33
3	1-12	9	8	17
4	7-12	0	2	2
5	9-12	1	1	2
TOTAL		38	37	75

B. Compensation of Teachers, by Level

1. Schools Losing Teachers:

Level	Number Schools	Range of Salaries Mean Low	Mean High
1	12	$11,754	$16,618
2	16	$12,731	$20,009
3	9	$11,273	$18,962
4		n/a	n/a
5	1	$13,500	$21,500
ALL	38	$12,097	$18,729

2. Schools Not Losing Teachers:

Level	Number Schools	Range of Salaries Mean Low	Mean High
1	9	$14,173	$19,667
2	17	$13,909	$19,408
3	8	$10,500	$15,610
4	2	$14,686	$23,142
5	1	$15,000	$19,000
ALL	37	$13,308	$18,841

Table 7
Per-Student Costs

A. Schools by Level

Level	Grades	Cost	Number of Schools
1	1-6	$2,608	16
2	1-8	$2,341	24
3	1-12	$2,375	13
4	7-12	$2,925	2
5	9-12	$2,748	2
	ALL	$2,458	57

B. Schools by Type

(Special sample selected from schools submitting 1990 reading test data)

School Type	Description	Per-Student Cost	Number of Schools
1	High-Performing Schools	$3,117	12
2	Schools with Normal Distributions	$2,431	3
3	Schools with Multimodal Distributions	$2,293	3
4	Low-Performing Schools	$3,225	2
	ALL	$2,767	20

Table 8
Sources of Funding, Annual Budgets, and Audits

A. Sources of Funding

Percentage of Budget	Number of Schools Responding		
	Tuition	Fundraising	Other
Zero or no response	3	21	38
1 - 25	2	49	33
26 - 50	8	9	7
51 - 75	21	2	0
76 -100	48	1	4
Total	82	82	82

B. Annual Budgets and Audits

(n=82)

	Number	Percent
Schools with annual budgets	62	76
Schools audited annually	35	43

Table 9
Computers Used and Memory Capacity

A. Number of Computers, by Brand Name

Level	Grades	No Response	IBM	Apple2	Mac	Other	Number Schools
1	1- 6	2	32	71	0	25	22
2	1- 8	3	84	130	15	64	33
3	1-12	4	79	84	9	13	23
4	7-12	0	34	4	0	11	2
5	9-12	0	19	4	2	2	2
Total		9	248	293	26	115	82

B. Amount of IBM or Macintosh Random Access Memory:

Amount of RAM	Schools	
640K, 1MB or more	13	(16%)
512K	2	(9%)
256K or less	23	(28%)

Table 10
Uses for Computers

A. Types of Uses for Computers

Uses	Schools	Percent
Instruction	52	63
General office needs	49	60
Maintaining student records	44	54
Financial management of school	37	45
Analyzing/storing test data	16	20
Alumni records	15	18
Do not own a computer	7	9
Computer is unused	3	4
Other	13	16

B. Frequency of Software Use in Instruction

	No. of Schools by Grades		
Days Used per Week	1 - 3	4 - 6	7 - 12
One	7	9	2
Two	4	4	2
Three	3	3	2
Four	0	1	1
Five	10	10	8
Total responses	24	27	15
No response	58	56	66

Table 11
Needs for Improvement in Equipment

(n=82)

	Number of Requests
Audio visual hardware	59
Computer hardware + software	52
Office equipment:	
Typewriters/word processors	12
Copiers	11
Other	9
Language lab	15
Books for Library	14
Science lab	13
Curriculum supp. materials	11
Physical education/playground	7
Computer software	6
Audio visual supplies	5
Furniture	5
Transportation vehicles	5
Computer furniture	1

Table 12
Alumni Perceptions of School Characteristics

A. Most Important School Characteristics

Characteristic	No. of Responses
School climate	21
Academic curriculum	18
Teachers	13
Policies	12
Cultural affirmation	8
Facilities	2
Student Support	2
Religious/Spiritual development	1
No response	5
Total	82

B. Alumni Perceptions of School Mission or Goals

Mission or Goal	No. of Responses
Personal Development	27
Academic Preparation	20
Religious/Spiritual Development	8
Cultural Affirmation	7
Resource Development	1
Political Survival	1
No Response	2
Total	66

C. Alumni Suggestions for School Improvement

Type of Improvement	No. of Responses
Facilities	13
Academic Curriculum	9
Teachers	6
Student Support	5
Student Diversity	5
No Improvement Needed	5
Policies	4
Extra-Curriculum	3
No Response	5
Total	55

Table 13
Median of Reading Percentile Ranked Scores by Year of Tests and by Grade
(Tests Given March–June, 1990)

I: CAT, 1985

Copyrt	Grade	Med. PR	Number of Students
1985	1	67	141
1985	2	62	108
1985	3	68	128
1985	4	58	51
1985	5	59	47
1985	6	44	55
1985	7	60	51
1985	8	64	25
Total CAT		62	606

II. ITBS, 1985 & 1990

Copyrt	Grade	Med. PR	Number of Students
1985	1	72	54
1985	2	44	24
1985	3	28	34
1985	4	26	25
1985	5	39	24
1985	6	49	26
1985	7	36	29
1985	8	34	20
All Grades		44	236
1990	1	88	19
1990	2	28	20
1990	3	24	13
1990	4	43	15
1990	5	34	15
1990	6	32	9
1990	7	59	6
1990	8	52	9
All grades		36	106
Total ITBS		43	342

Table 13 continued

III: STAN 1982, 1987 & 1989

Copyrt	Grade	Med. PR	Number of Students
1982	1	66	106
1982	2	62	63
1982	3	61	46
1982	4	71	60
1982	5	70	59
1982	6	54	32
1982	7	46	54
1982	8	59	44
All grades		63	464
1987	1	86	46
1987	2	63	42
1987	3	49	35
1987	4	48	25
1987	5	70	24
All grades		65	172
1989	1	56	54
1989	2	58	57
1989	3	57	49
1989	4	29	42
1989	5	52	24
1989	6	48	18
1989	7	67	2
1989	8	63	4
1989	9	70	2
All grades		54	252
Total STAN		61	888

IV: MAT, 1985

Copyrt	Grade	Med. PR	Number of Students
1985	1	99	10
1985	2	91	17
1985	3	36	5
1985	4	30	4
1985	5	54	5
1985	6	69	6
1985	7	74	12
1985	8	76	5
Total MAT		72	64

V: CTBS, 1981

Copyrt	Grade	Med. PR	Number of Students
1981	1	76	58
1981	2	68	38
1981	3	49	36
1981	4	55	27
1981	5	64	19
1981	6	99	1
1981	7	46	7
All grades		60	186

Table 14

Median of Mathematics Percentile Ranked Scores by Year of Test and by Grade

(Tests Given March–June 1990)

I: CAT, 1985

Copyrt	Grade	Med. PR	Number of Students
1985	1	73	140
1985	2	52	106
1985	3	70	130
1985	4	55	51
1985	5	40	47
1985	6	42	55
1985	7	59	52
1985	8	64	25
Total CAT		60	606

II. ITBS, 1985 & 1990

Copyrt	Grade	Med. PR	Number of Students
1985	1	50	54
1985	2	15	24
1985	3	28	34
1985	4	20	24
1985	5	47	25
1985	6	64	26
1985	7	27	29
1985	8	42	20
All Grades		39	236
1990	1	30	19
1990	2	16	20
1990	3	39	13
1990	4	33	15
1990	5	43	15
1990	6	23	9
1990	7	36	6
1990	8	38	9
All grades		30	106
Total ITBS		35	342

Table 14 (continued)

III: STAN 1982, 1987 & 1989

Copyrt	Grade	Med. PR	Number of Students
1982	1	69	106
1982	2	62	63
1982	3	71	46
1982	4	79	60
1982	5	72	59
1982	6	65	32
1982	7	59	55
1982	8	61	44
All grades		67	465
1987	1	82	46
1987	2	63	42
1987	3	53	35
1987	4	48	25
1987	5	72	24
All grades		66	172
1989	1	42	54
1989	2	65	57
1989	3	52	50
1989	4	60	41
1989	5	67	24
1989	6	62	18
1989	7	49	2
1989	8	60	4
1989	9	66	2
All grades		60	252
Total STAN		65	889

IV: MAT, 1985

Copyrt	Grade	Med. PR	Number of Students
1985	1	99	10
1985	2	89	17
1985	3	41	5
1985	4	59	4
1985	5	71	5
1985	6	47	6
1985	7	83	12
1985	8	67	5
Total MAT		79	64

V. CTBS, 1981

Copyrt	Grade	Med. PR	Number of Students
1981	1	65	58
1981	2	67	39
1981	3	70	36
1981	4	64	27
1981	5	62	19
1981	6	95	1
1981	7	51	7
All grades		64	187

Table 15
Classification of Schools by Type
(ReadingTests Given in 1990)

A. Number of Schools and Students, by Type

Type	Description	Schools		Students	
		Number	Percent	Number	Percent
1	High-Performing Schools	11	44	1370	50
2	Normal-Distribution Schools	4	16 ..88	777	22 ..89
3	Multimodal Schools	7	28	680	17
4	Low-Performing Schools	3	12	334	11

Note: Multimodal schools have a wide standard deviation; a Kurtosis that is negative and large (above 1); and a consistent pattern of distribution.

B. Mean of Percentile Ranked Scores, by Type

Type	Description	Mean
1	High-Performing Schools	65
2	Schools with Normal Distributions	50
3	Schools with Multimodal Distributions	53
4	Low-Performing Schools	43

ERRATA

I: The following corrects the number of students shown in section A of Table 15, Classification of Schools by Type (Reading Tests Given in 1990).

A. Number of Schools and Students, by Type

Type	Description	Schools			Students		
		Number	Percent		Number	Percent	
1	High-Performing Schools	11	44	)	1370	50	)
				)			)
2	Normal-Distribution Schools	4	16	)..88	597	22	)..89
				)			)
3	Multimodal Schools	7	28	)	478	17	)
4	Low-Performing Schools	3	12		302	11	

II: The related text on pp. 42–45 also should be corrected:

p. 42, line 25: "50 percent of the students"
p. 45, line 6: "17 percent of the students."
p. 45, line 10: "11 percent of the students."

93a

Table 16

Percentile Ranks and Standard Deviations at Grade Level, by School

(A 10 Percent Random Sample Across Grades)

A. READING TESTS GIVEN IN 1990

Grades with Mean Above Norm

School Code	Test	Copyrt	Grade	Mean	Standard Deviation	Min.	Max.	No. of Students
*	ITBS	1985	6	50.92	31.27	1.00	99.00	12
*	STAN	1988	2	62.47	26.24	13.00	99.00	15
*	CAT	1985	7	62.29	24.12	28.00	94.00	7
*	CAT	1985	6	59.00	23.28	7.00	98.00	19
*	STAN	1982	3	63.14	21.22	20.00	95.00	14
*	CAT	1985	7	50.80	21.09	9.00	93.00	15
*	CAT	1985	5	62.47	20.34	20.00	94.00	17
*	CTBS	1981	1	64.79	19.17	37.00	95.00	19
*	STAN	1989	6	62.00	19.08	50.00	84.00	3
*	STAN	1989	2	57.76	17.02	24.00	87.00	25
*	CAT	1985	3	73.79	14.45	34.00	98.00	57
*	STAN	1989	1	60.27	14.37	34.00	78.00	11
*	STAN	1989	9	69.50	3.54	67.00	72.00	2
Subtotal [13 grades]								216 (80%)

Grades with Mean Below Norm

*	ITBS	1985	8	35.00	42.43	5.00	65.00	2
*	CAT	1985	1	36.00	30.41	1.00	90.00	8
*	CAT	1985	5	36.56	28.77	2.00	83.00	9
*	CAT	1985	4	39.00	24.72	14.00	75.00	7
*	ITBS	1985	4	30.56	20.05	3.00	72.00	18
*	ITBS	1990	6	32.89	19.55	9.00	70.00	9
Subtotal [6 grades]								53 (20%)
Total [19 grades]								269 (100%)

NOTE: School code suppressed for confidentiality.

Table 16 continued

B. MATHEMATICS TESTS GIVEN IN 1990

Grades with Mean Above Norm

School Code	Test	Copyrt	Grade	Mean	Standard Deviation	Min.	Max.	No. of Students
*	CAT	1985	6	51.11	32.43	2.00	95.00	19
*	CTBS	1981	2	71.20	32.37	22.00	95.00	5
*	STAN	1982	5	56.60	28.69	11.00	96.00	15
*	STAN	1982	6	53.31	28.69	12.00	96.00	16
*	STAN	1982	3	63.63	28.64	15.00	99.00	19
*	STAN	1982	7	56.44	26.65	16.00	99.00	25
*	STAN	1988	1	61.13	18.83	24.00	96.00	16
*	STAN	1989	6	76.67	18.58	56.00	92.00	3
*	STAN	1987	1	74.63	17.68	35.00	91.00	16
*	CAT	1977	5	68.75	16.58	24.00	98.00	48
*	CAT	1985	3	66.78	16.52	35.00	98.00	36
*	CAT	1985	4	59.47	16.40	19.00	78.00	17
*	CTBS	1981	3	74.73	15.70	49.00	99.00	11
*	CAT	1977	6	76.63	13.91	45.00	99.00	40
*	STAN	1989	1	85.00	9.56	69.00	96.00	10
Subtotal [15 grades]								296 (94%)

Grades with Mean Below Norm

*	ITBS	1985	7	32.70	20.71	7.00	68.00	10
*	CTBS	1981	7	45.86	19.56	17.00	73.00	7
*	STAN	1989	7	49.00	16.97	37.00	61.00	2
Subtotal [3 grades]								19 (6%)
Total [18 grades]								315 (100%)

NOTE: School code suppressed for confidentiality.

Table 17
Number and Percentage of Individual Students Above and Below Norm

A. Spring Testing, 1989

	Reading		Mathematics	
	Number	Percent	Number	Percent
Above Norm	953	65	926	63
Below Norm	516	35	538	37
Subtotal	1469	100	1464	100

B. Spring Testing, 1990

	Reading		Mathematics	
	Number	Percent	Number	Percent
Above Norm	1508	64	1441	62
Below Norm	830	36	884	38
Subtotal	2338	100	2325	100
Total	3807		3789	

Table 18

Median of Reading Percentile Ranks, All Grades Continuing and New Students

A. Tests Given in 1989

		Continuing		New	
Test	Copyrt	PR	Students	PR	Students
CAT	1985	36	27	21*	1
CAT	1989	42	161	59	10
CTBS	1981	59	101	--	--
ITBS	1985	56	26	--	--
ITBS	1990	--	--	--	--
MAT	1985	60	29	--	--
MAT	1989	53	58	--	--
Stan	1982	69	138	48*	1
Stan	1987	64	129	74	15
Stan	1989	67	42	72	1
	Total		711		28

B. Tests Given in 1990

		Continuing		New	
Test	Copyrt	PR	Students	PR	Students
CAT	1985	64	454	2*	1
CAT	1989	--	--	--	--
CTBS	1981	59	158	--	--
ITBS	1985	43	190	46*	64
ITBS	1990	35	102	--	--
MAT	1985	71	38	--	--
MAT	1989	--	--	--	--
Stan	1982	63	373	66	6
Stan	1987	62	136	57	5
Stan	1989	52	154	32*	3
	Total		1,605		79

* New students with scores below norm.

Table 19
Career Status, School Completion, Employment Patterns, and Occupations of Alumni

A. Career Status of Alumni

(Responses to Questionnaires; n=190)

Status	Number	Percent
Currently Employed	47	25
In College	73	38
In High School	66	35
In Trade School	2	1
No Response	2	1

B. School Completion of Alumni

(Responses to Interviews; n=50)

Status	Number
College graduates	8)
Attended college but did not graduate	7)..31
Attending college	14)
Attending trade schools	2)
Never attended college	3
Attending high schools	16

C. Employment Patterns of Alumni

(Responses to Interviews; n=18)

Status	Number
In occupations notrequiring college degree	11
In occupations requiring BA/BS degree	6
Self-employed	1

Table 19 continued

D. Occupations of Employed Alumni

(Responses to Questionnaire Item; n=47)

Occupation	Number	Total
Public Administration:		4
City Administrators	3	
IRS	1	
Business Administration/Management:		5
Business Administration	1	
Corporate Executive	1	
Bank Manager	1	
Accounting	2	
Civil Service:		4
Postal Service	4	
Sales:		5
Retail & Insurance 3		
Cashier	1	
Teller	1	
Clerical/Data Processing:		8
Secretary	3	
Clerk	1	
Teller	1	
Data Processing	2	
Word Processing	1	
Health Professions:		3
Pharmacist	1	
Medical Technology 2		
Counseling/Social Work:		2
Counselor	1	
Social Worker	1	
Education Professionals:		6
Educational Administrator	3	
Teacher	3	

Table 19 continued:

Occupation	Number	Total
Computer Programmer/Analysts:		2
Programmer	1	
Analyst	1	
Other:		8
Attorney	1	
Engineer	1	
Journalist	1	
Economist	1	
Mechanic	1	
Construction	1	
No Response		1

Table 20

Selected Majors of Alumni Attending College

(n=73)

Medicine and Health-Related Fields:		**19**	**(26%)**
	Nursing	10	
	Pre-Med/Medicine	3	
	Health Care Management	2	
	Pharmacy	2	
	Audiology	1	
	Dental Hygiene	1	
Business Administration & Management:		**14**	**(19%)**
	Business Management	8	
	Accounting	3	
	Business Administration	2	
	Finance	1	
Liberal Arts:		**9**	**(12%)**
	Counseling	2	
	Psychology	2	
	Public Relations	2	
	Sociology	2	
	Economics	1	
	Social Work	1	
Science and Technology:		**8**	**(11%)**
	Engineering	3	
	Computer Science	2	
	Biochemistry	1	
	Mathematics	1	
	Physics	1	
Humanities:		**7**	**(10%)**
	Journalism/Communications	4	
	Biblical Studies	1	
	English	1	
	Fine Arts	1	
Other:		**16**	**(22%)**
	Law/Legal Professions:	5	
	Education	5	
	Undecided	6	

Table 21
Courses Alumni Were Taught and Found Useful After Graduation

Useful Courses	Response Rate
Mathematics	10
English	5
Business	3
Humanities	3
Sciences	2
Technologies	2
Cultural awareness	1
Foreign Languages	1
Total	27

Table 22

Subjects Taught but Not Mastered and Subjects Not Taught

School Code	Total Alumni	Number of Alumni Responding	
		Not Mastered	Not Taught
*	12	2	4
*	5		2
*	2	1	1
*	2	2	2
*	16	6	4
*	28	12	10
*	1		
*	11	1	
*	6	1	2
*	32	9	7
*	4	1	
*	22	5	8
*	2	1	1
*	2	1	1
*	3	1	1
*	2	1	1
*	3		1
*	2	1	
*	3	1	1
*	11	2	4
Total	169	48	50
Percent	100	29	30

* Note: School codes suppressed for confidentiality

Table 23

Subjects Not Mastered and Not Taught: Alumni Explanations

A. Subjects Not Mastered

Subject	ISE	INI	LEX	TOTAL
Mathematics	5	3	3	11
Sciences (Physics, Biology, Chemistry)	3	1	3	7
English	3	1	-	4
Computers	-	1	2	3
Foreign Languages	1	2	-	3
Social Studies (History, Sociology)	3	-	-	3
Communications Skills	1	-	-	1
Typing	-	-	1	1
Totals	16	8	9	33

B. Subjects Not Taught

Subject	No. Times mentioned
Languages other than English	5
Computers	3
African American history	2
Typing	2
Physical education	2
Home economics	1
Communications skills	1
Accounting	1
Nursing	1
Total	18

Table 24

Assistance Schools Provided Graduates

A. Responses to Questionnaire:

1. In Selecting a College	Number of Responses
College recruiters visited school	68
Provided information on financial aid	62
Provided career counseling	62
Helped identify college recruitment fairs	54
Administered ACT (American College Test)	42
Administered SAT (Scholastic Aptitude Test)	37
Provided classes to prepare for tests	34
Other	23
No help at all	9

2. In Preparing for a Job	
Provided guest speakers on careers	67
Coached students on how to take interviews	41
Identified employment recruitment fairs	20
Provided books on voc./technical careers	19
Other	15
No help at all	13

B. Responses to Interviews

Assistance Provided	Number of Responses
Guidance Counseling	20
Motivation	10
General Support	7
Not helpful	5
No Response	6
Total	75

Table 25
Distribution of Alumni

A. States from Which Alumni Graduated

State	Number of Alumni
California	10
District of Columbia	4
Illinois	17
Louisiana	58
Maryland	23
Michigan	2
Mississippi	11
New Jersey	28
New York	13
Pennsylvania	17
St. Croix	3
Texas	1
Wisconsin	3
Total	190

B. Current Locations of Alumni

State	Number of Alumni
Alabama	1
California	12
District of Columbia	6
Illinois	18
Louisiana	53
Maryland	23
Michigan	2
Mississippi	5
New Jersey	26
New York	16
Ohio	1
Pennsylvania	15
Tennessee	1
Texas	3
U.S. Virgin Islands	2
Virginia	1
Wisconsin	4
Overseas	1
Total	190

Table 26
Graduation Years of Alumni

Years	Number	Percent	
1959	1		
1965	2		
1966	2		
1969	2		
1974	1		
1976	1		
1977	10		
1978	6		
1979	3		
1980	1		
1981	9		
1982	2		
1983	3		
1984	1		
1985	27	14	
1986	5	3	
1987	11	6	69
1988	6	3	
1989	63	33	
1990	19	10	
No response	15		
Total	190		

Table 27

Alumni Participation at Schools from Which They Graduated

(Responses to Questionnaires; n=190)

	Percentage of Alumni	
	NOT in College (n=117)	NOW in College (n=73)
Would send their child to that school or recommend it to a friend	92	85
Would join an alumni organization	86	90
Would help start an organization	69	63
Involved with school since graduation:		
Not at all	9	12
Visited once	33	36
Visited many times	44	48
Helped with activities	26	18
Bought tickets for activities	24	26
Sent financial contributions	11	12

Table 28
Alumni Participation at Schools from Which They Graduated
(Responses to Interviews; n=50)

A. Types of Participation
(Same categories used in the Questionnaire)

Type of Involvement	Number of Responses	Percent
Not at All	6	12
Visited once	23	46
Visited many times	18	36
Helped out with activities	13	26
Bought tickets to support school activities	13	26
Sent financial contributions (other than buying items)	3	6

B. Further Explanation

Type of Involvement	Number of Responses	Percent
Visited with former teachers	17	34
Participated in ceremony or cultural event	10	20
Employed at the school	7	14
Participated in reunion, alumni network	6	12
Participated in fundraising	6	12
Visited to obtain records, documents, yearbooks	3	6
Invited speaker, lecturer	3	6
Visited to observe	2	4
Visited as parent	1	2
No involvement	5	10

Table 29

Public/Private Backgrounds of Alumni and Average Years Enrolled in Independent School

A. Private School Backgrounds:

	NOT in College			NOW in College		
Types of Schools	**Number**	**Yrs**	**Perct**	**Number**	**Yrs**	**Perct**
Private Elementary	27	4		15	4	
Priv. Elem. & Priv. Sec.	6	4		13	3	
Private Secondary	5	5		2	5	
Total	38		32	30		41

B. Mixed School Backgrounds:

	NOT in College			NOW in College		
Types of Schools	**Number**	**Yrs**	**Perct**	**Number**	**Yrs**	**Perct**
Priv. Elem. & Pub. Sec.	2	1		4	3	
Pub. Sec. & Priv. Sec.	12	4		2	4	
Total	14		12	6		8

C. Public School Backgrounds:

	NOT in College			NOW in College		
Types of Schools	**Number**	**Yrs**	**Perct**	**Number**	**Yrs**	**Perct**
Public Elementary	20	4		8	4	
Pub. Elem. & Pub. Sec.	7	2		14	3	
Public Secondary	1	8		5	5	
Total	28		24	27		37
No Response	38	32		10		14
Total	118	100		73		100